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ABSTRACT

Three school districts examine cooperatively the implications of extending the academic calendar into the summer months and a tentative future curriculum. The study recommends: (1) a school year composed of five 9-week terms; (2) the introduction of travel- and work-study experiences into the credit structure of existing curricula; (3) the addition of a fifth (summer) term to permit additional student attendance options; and (4) increased interdistrict cooperation in the areas of planning, facilities utilization, transportation sharing, and student interdistrict attendance. (Floor plans on pages 151-153 and map on page 159 may reproduce poorly.) (Author/MLF)

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THE FEASIBILITY OF EXTENDING THE EDUCATIONAL EXPERIENCES OF SECONDARY SCHOOL STUDENTS IN HASLETT, OKEMOS, AND EAST LANSING, MICHIGAN

A Study Conducted by:

Dewayne Anderson
Charles Bauer
Thomas Motherwell
Ben O'Brien
Steve Thomas

James Heald, Chairman

EA 003 528

TABLE OF CONTENTS

I. THE EXTENDED SCHOOL YEAR . . . . . Page 1

The Need for Change 2

What is ESY?. 5

The Nine-Weeks Term 7
Work-Study Experiences 9
The Fifth (Summer) Term 10
Tri-District Cooperation 11
The Five-Term Options 13
The Advantages of ESY 18

What ESY is Not 19

Consolidation of Districts 19
Mandated Attendance 19
Glorified Summer School 20
Limited Programs 21

II. IMPLICATIONS FOR CURRICULUM 22

Current Course Offerings 24

Proposed Educational Experiences 38

III. IMPLICATIONS FOR PROFESSIONALS 91

Teachers 92

Nine-Weeks Term 92
Extended School Year 96
Tri-District Cooperation 98
Work-Study Experiences 99

Administrators 101

Nine-Weeks Term 101
Extended School Year 102
Tri-District Cooperation 102
Work-Study Experiences 105

Counselors. 106

Nine-Weeks Term 106
Extended School Year 108
Tri-District Cooperation 108
Work-Study Experiences 109

IV. IMPLICATIONS FOR STUDENTS, PARENTS AND COMMUNITY . . . . . Page 110

Benefits to Students 111

Problems for Students 114

Benefits to the Community 117

Problems for the Community 118

Preparation and Orientation 119

Existing Channels of Communication with the Community . . 119

East Lansing. 119
Haslett 120
Okemos 121

Implementation of New Programs in Other Districts . . . 121

Implementation of ESY in East Lansing, Haslett, Okemos . 123

Existing Channels of Communication with Students 123

East Lansing 124
Haslett 125
Okemos 125

Student Government in Implimentation 126

Possible Student Participation 127

V. LOGISTICAL IMPLICATIONS 129

State Aid 129

Curricular Requirements 129

Labor Laws and Liability 130

Michigan High School Athletic Association 130

Accreditation 131

Other Legal Problems 132

Cost Implications 136

Nine-Weeks Courses 137
Flexible Scheduling 137
Work-Study Experiences 137
Addition of a Fifth Term 137
Tri-District Cooperation 137

Summary of Cost Estimates 146

Facilities 148

Transportation 156

VI. INTER-AGENCY COORDINATION . . . . . Page 164

Reports of Community Resources Interviews. 166

VII. SUMMARY AND RECOMMENDATIONS 245

APPENDICES. 254

A. History of Year-Round School Programs. 255

B. Analysis of Master Agreements. 275

C. Flexible Scheduling. 289

D. Forms Used in Other Districts. 313

August 15, 1969

TO: State Department of Education
Board of Education, East Lansing
Board of Education, Haslett
Board of Education, Okemos

FROM: The Extended School Year Committee of the School Districts of East Lansing, Okemos, and Haslett

SUBJECT: Transmittal of a Study of The Feasibility of Extending the Educational Experiences of Secondary School Students in Haslett, Okemos and East Lansing, Michigan

The Extended School Year Committee is pleased to transmit copies of its report to you with the expectation that subsequent actions taken by each of your respective organizations will result in an improved educational program for the students of the three school districts.

Transmittal of a report is a beginning rather than the end of a project. Certainly the hundreds of persons who were in some way involved in the development of the data that are contained herein, elected to become involved because of their belief that their contributions of time and effort would result in the improvement of secondary education. If their faith in the capacity of educational systems to rejuvinate themselves is to be rewarded, many actions will need to be undertaken by governing boards, their executive officers, and their professional staffs. Many of those actions have been made explicit within this study. Others will emerge as the final strategies are developed by the leaders within the affected organizations.

A special word of recognition needs to be extended to the five persons who did the staff work of the study:

Mr. Dewayne Anderson, Okemos	Logistical Implications
Mr. Charles Bauer, E. Lansing	Implications for Professionals
Mr. Thomas Motherwell, Haslett	Implications for Students, Parents
Mr. Ben O'Brien, Haslett	Interagency Coordination
Mr. Steve Thomas, Okemos	Implications for Curriculum

In addition to the staff members above, several teachers and administrators from the three districts elected to devote study time, through courses offered at Michigan State University, to assist the staff in analyzing the many implications of moving to the types of educational experiences being recommended in this study. Finally, a word of appreciation needs to be extended to those many teachers from the three districts, the professional staffs of schools visited by the study team, and the community resource persons from educational institutions, businesses, industries, and the professions who gave of their time in order that the questions raised in this study could be answered.

James E. Heald, Chairman

THE FEASIBILITY OF EXTENDING THE EDUCATIONAL EXPERIENCES OF SECONDARY STUDENTS IN HASLETT, OKEMOS, AND EAST LANSING, MICHIGAN

1. The Extended School Year

On January 16, 1969, the school districts of Okemos, East Lansing, and Haslett, Michigan, submitted a joint proposal to the Michigan State Department of Education[1] to study the feasibility of extending the school year beyond the classic confines of the September to June time period. The call for feasibility studies of this kind by the State Department of Education was timely; but, it was not the genesis of the ideas expressed in the concept which was to be studied. Rather, the leadership of the three districts which were already cooperating over a broad range of activities had, for a long time, been concerned with the manner in which the educational experiences of students in their respective high schools could be extended beyond existing secondary programs. The funding of the feasibility study by the State Department of Education made it possible for the districts to cooperatively examine the implications not only of extending the academic calendar into the summer months but also the implications of extending the experiences which might comprise the curriculum of high schools in the years to come.

With the announcement that proposal had been funded, the districts secured the services of Dr. James E. Heald, a professor in Michigan State University's Department of Administration and Higher Education, who agreed to chair the feasibility study. By June 1, 1969, a staff of five teachers representing the

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[1] In accordance of section 1 of Act No. 312 of the Public Acts of 1968, and section 14 of Act No. 287 of Public Acts of 1964, being section 3A1.1014 of the Compiled Laws of 1948.

three districts had been employed to provide the staff assistance necessary to accomplish this study. With the assistance of these staff members, six students were identified who were subsequently employed to join the staff on a full-time basis. Additional professional assistance was secured through the offering of a related independent study course by Michigan State University. Persons enrolled in the course contributed materially through their investigations of specific problems related to the extended school year concept.

Year around schools have not been popular. In fact, without paying heed to history, the three school districts could easily have fallen into the mistakes made by other districts throughout the United States which have attempted to extend regular academic work into the summer period. History has revealed quite clearly that every district that has attempted to move to a twelve month school year has been forced to abandon the idea for a number of reasons. Very often school districts have gone to such a plan for the purpose of saving money through the better utilization of school facilities. However, in order to make better use of facilities, the districts mandated that certain students would attend during certain periods, which ran into direct opposition to many parents vacation plans, and they further mandated what periods teachers would be required to teach. A lengthy review of the history of 12-month school years has been attached as Appendix A.

The Need for Change. The American High School is in need of a major overhaul. Perhaps the last significant conceptualization of the American High School occurred several decades ago with the realization that high schools should be *comprehensive*. The concept of the comprehensive high school made many changes. No longer was it to be devoted solely to one population segment (i.e. the college-bound or the vocationally bound), but the school was to provide a sufficient variety of educational experiences to guarantee *all* students could receive adequate preparation for entering into the next phase of their life.

Since the concept of the comprehensive high school, many changes have occurred. But the recent changes have been piece-meal in nature; J. Lloyd Trump has been largely responsible for the multitude of changes now being adopted which permit the manipulation of time in organizing the high school curriculum; modular and flexible scheduling have become quite common; individual subjects, starting with the sciences and mathematics, and more recently extending to English and the social studies, have been subjected to significant changes in both the content and method of specific discipline; and even school facilities are reflecting new changes in design conception.

With all of these changes the American High School has remained just that--a "school"! Just as the "training" was found to be insufficient for preparing students to enter an increasingly complex society, so is "schooling" now being found to be inadequate to meeting the needs of students now enrolled. It is an apparent paradox that as the environment grows more complex, the human within it must be more broadly educated than narrowly trained. Schooling simply does not provide that breadth.

The vast majority of students enrolled in American high schools, including East Lansing, Okemos, and Haslett, are "schooled" doing some time period which approximates 8:30 a.m. to 3:30 p.m. over an academic year extending from September to June. Within those time periods, the American high school student is likely to be enrolled in five classes which meet every day for approximately one hour. This then is "schooling", where the experiences under the control of the school are conducted within the classrooms of the school, and the relevancy of the experiences which occur within the walls of the individual classroom are limited largely by the teachers inventiveness in simulating real world settings and the financial capacity of school districts to have the most meaningful of materials available to augment that which is being taught. Since neither of the two limiting factors can entirely be overcome, "schooling" remains inadequate to the education of secondary students.

If secondary students are to be "educated", then the American High School needs a second reconception and further restructuring. What the concept comprehensive high school did for secondary education decades ago can now be repeated with even more significant impact if the professional leadership can perceive the high school years as a period for educating the child rather than schooling him.

Education implies enlightenment and in the end, an emerging freedom as the learner sets about the task of removing the shackles imposed by his own ignorance. As the American high school student has become more sophisticated, he has more and more come to recognize that "school" is irrelevant--irrelevant in the sense that schooling, confined to the classroom setting, is inadequate to let him savor the real world as he knows it to exist around him. Instead of participating in the real world, he is issolated from it. Instead of being permitted to use it as a laboratory, he is required to have his "schooling" in a 30 X 30 classroom almost fully insulated from it.

The school experiences undergone by the American high school students are drawn from a narrow list of "courses" almost always presented on the basis of one hour a day for nine months. As a result, the student, his parents, and his counselor, are largely restricted in the kinds of experiences from which they can draw in fabricating his high school program. If, on the other hand, high schools and communities have the courage to abandon the constraints of schooling and to more freely intergrate the students into educational experiences, wherever they may be found, then the same program planners have an almost limitless variety of experiences from which to design secondary education.

Students with which the study committee met were quite explicit in their condemnation of existing school programs. Students want content different from

that found in courses which are traditionally being taught. They want to learn in ways different from the ways now being used. Many expressed a desire to do actual work in real world settings in areas of their interest. Too often they felt they were being forced into classes that were at best partially meaningful and at worst totally meaningless to them. Furthermore, under existing arrangements, enrollment in a class means a commitment for 36 weeks whether or not the experience proves to be worthwhile. Quite justifiably, they complained that many of their courses did not relate one to another, and the opportunity to intergrate that which was learned in one course experience with the real world was largely non-existent.

These are only a few of the reasons why the study committee was convinced that a real need to change existed. The opportunity to examine the extending of a school year across the twelve month base was important to the change. However, more important was the opportunity to examine the extension of educational experiences rather than the extension of the calendar. Throughout the remainder of this report it should be obvious that the two ideas compliment each other, and that the boards of education which accept the extension of the academic calendar as a desirable objective are also accepting the extension of new educational experiences equally desirable.

What is ESY?

As in any feasibility study, explicit term definition is a fundamental requirement. Without well defined parameters, a feasibility study cannot be conducted. Therefore, the first task of the extended school year committee was to develop an understanding of all of the things involved in the Extended School Year concept.

From the outset, it became apparent that any attempt to extend the academic calendar into the summer months must be accompanied by an arrangement of

experiences within the academic year which could lend itself to transplantation into a summer period. Without such a relationship existing between academic year experiences and those which were to be offered during the summer period, the number of options available to students would be diminished. Both the problems and opportunities involved in student options are outlined at a later point in this section, but at this point it is important to note that one of the options involves the opportunity for students to accelerate their high school years by taking academic work during the summer time. The inclusion of this option immediately made it necessary for the extended school year committee to consider educational experiences which could be packaged in smaller time units in order that those experiences could be delivered to those students exercising the summer attendance option.

Time periods of many different lengths were examined by the committee. After examining the advantages and disadvantages of each, the committee was convinced that time periods of nine weeks in length were most appropriate to accomplishing the objectives of (1) improving the opportunities to extended educational experiences out of school, (2) improving the opportunities to extend educational experiences within the regular school day, (3) to improve the opportunities for transferring regular school experiences into a summer time period. In addition, the nine weeks time period permits the secondary school calendar to coincide with elementary and middle school calendars thereby relieving a potential source of conflict for those parents with children at more than one grade level. In addition, the nine weeks time periods seems to provide the least conflict with existing state and accrediting agency requirements. Thus, throughout the remainder of this document, ESY implies a year composed of five nine-weeks terms, four of which correspond to the existing academic year with the fifth being an added summer term.

The nine-weeks term.

The extended school year has just been defined as being composed of five, nine-weeks terms of study with four of those terms coinciding with the current academic year. This should not imply that existing courses are to be devided into four parts. Rather, in some subject areas, existing courses may no longer be identifiable. Using American history as an example, the student might participate in four distinct units of American history which would replace the one,year-long course of study now required of everyone. He might choose from such units as Colonial America, American Foreign Relations to 1890, American Foreign Relations Since 1898, America at War, The Roaring Twenties, Depression Years, Black American History, The American Labor Movement, Cold War, Constitutional History, etc. A student therefore would not take a "course" in American history but would elect four choices from the many offered. He could, of course, choose more than four depending upon his own interests and motivations.

Under this plan, a student would have approximately four times more courses than before with each course being one forth as long. Whereas a student previously has taken as many as six courses a year, each lasting thirty-six weeks, he now might have twenty-four, nine-weeks courses. Some changes also occur from the teacher's standpoint. Currently an American history teacher with interests in a particular aspect of that subject spends much more classtime in his interest area than many students may feel is deserved. Obviously this is done at the expense of other areas. Although it may be excellently done, it still is at the expense of students who may not share the teacher's interest in the particular area. Under the ESY proposal, the teacher would more likely be teaching in an area of his interest and would be teaching those students whose interests would more nearly coincide with his particular expertise. The student, on the other hand, would have many additional options to choose units from within traditional courses for a "indepth" study, which would be more in line with his personal interests.

It is recognized that some courses will not lend themselves as readily to the nine-weeks terms as others. This seems particularly true when the sequencing of experiences is mandatory, such as in the areas of mathematics and foreign languages. School districts utilizing shorter terms have usually found that students enrolling in mathematics and foreign languages have had to enroll simultaneously in a sequence which lasts longer than one term. However, in advanced mathematics and foreign language courses unit offerings of nine weeks in length are much more of a possibility; for example, a nine weeks course in Spanish Drama might be a desirable addition to the foreign language offerings.

The committee believes that the nine-weeks term has some distinct advantages over the existing schedule of courses. Because it offers more courses of study, program planners have a wider variety of which to choose in the development of student programs. Student needs, student desires and student ability levels can be accommodated more readily when a larger variety of offerings are made available. In the case of nine-weeks terms, four times as many offerings can be built into the educational experiences from which student programs are made.

To a much larger degree than before, students will be selecting specific courses on the basis of their own interests. Teachers from both Saugatuck and Albion, with whom the extended school year committee met, were unanimous in their expressions that student interest in school advanced dramatically with the introduction of shorter terms. Students from the same districts also reported increased satisfaction from enrolling in courses which were more attuned to their immediate needs and interests.

The removal of arbitrary grade lines, freshman, sophomore, junior, and senior, is also assumed under the extended school year concept. English is now taught as tenth grade English, eleventh grade English, or twelvth grade English. Almost every student at a grade level takes the same English course which lasts for one year.

Obviously, not all students have acquired similar competence in previous years for any of a number of reasons. By dividing the three English classes into forty or fifty term units, a student,working with his counselor, can judge what units are best for him to experience during the next few weeks and months to come. By allowing this type of flexibility, the Extended School Year encourages individuality in program planning. It is very likely that no two students would graduate having taken exactly the same courses throughout their high school years.

The Extended School Year committee also found that student programs changed dramatically when shortened time periods are introduced. The college-bound student who cannot find time for thirty-six weeks of typing, may very well find time for nine weeks of typing. The student who is not sure of his capacity to do well in a particular course is much more willing to "take a chance" when he knows he is betting only nine weeks of his high school years instead of thirty-six weeks. The areas of industrial arts, home economics, art, music, business, and the elective sciences, seem to have been the main beneficiaries of changes in students' programs.

The nine-weeks terms also permit the students to "experiment" with the teacher about whom he may have been warned by his peers. Again, the investment of only nine weeks to sample and experience does much to remove this item from consideration in student program planning.

Work-Study Experiences.

The extended school year as conceived also consists of work-study experiences. For many years, educators have realized that the most meaningful learning takes place when the outcome of learnings can be immediatly applied to real life situations. When facts and theories can be related to real world situations, they take on new meaning and relevance.

In the study of business, for example, it is easy to visualize a student spending part of his educational time with a business man in a real business setting. Under ESY, part of a student's business law class might be spent in the office of a corporation lawyer, in the office of a certified public accountant,in the gallery of a court room, or in other real world settings where legal applications are being made. Observations of the real world are certainly quite different from the simulations which are possible in a high school classroom.

The Extended School Year committee suggests that work-study experiences be developed as legitimate educational experiences bearing the same "credit" relationship that in-school courses bear. In the section on curriculum implications, the committee has developed a list of potential experiences for examination and study of each academic department. The committee believes it is perfectly legitimate for political science "credit" be granted to students who might serve an internship with a state legislator or a city manager, that business "credit" be granted for organizing and operating a student bookstore, that art "credit" be granted to students working in art studios, that speech "credit" be given for drama students producing their own summer road show, that industrial arts "credit" be given to students working on a project to repair homes in Towar Gardens, or similar areas, that Sociology "credit" be granted to students who serve as Vista volunteers or aids to the Family Helper Program, etc.,etc. It seems incomprehensible to the committee that educational experiences, wherever they may be obtained,are not being utilized in the development of student programs. To restrict the development of programs to those kinds of schooling experiences which can be conducted within classroom confines, seems to be an unnecessary restriction of the educational process.

The Fifth (summer) Term.

It is obvious from the term Extended School Year that the summer term is of importance. The committee feels that it is no more important than any other

term, and conversely it is no less important. However, the summer term as conceived is much different from existing summer schools. The summer term is expected to an extension of the other four terms and is not meant to be a vehicle for merely remedial or enrichment work. As often as possible, the experiences which appear in the first four terms will also appear in the fifth (summer) term. The summer term, by reason of its weather conditions, does permit some changes in program. For example, courses in field biology and physical education courses such as water skiing and sailing might be possible only during the summer term. Work-study experiences involving out-of-doors activities might also be somewhat different from those engaged in during the regular academic year.

The fifth term also offers the student additional opportunities. He can use the term to study in additional areas of interest which he may have omitted during the previous four terms. The student might use the term to recover credits lost because of illness or other reasons. He also might use the term to replace another term which he had previously omitted for a vacation period. Thus the student and his family would have the unique option of vacation-time planning with the understanding that experiences missed during terms opted for vacation would be available during the summer term. In addition, the student might elect to use the summer term to gain additional credit with the purpose of accelerating his high school graduation. Or, he might use the summer term to compensate for credits lost due to failures in preceding terms.

It is apparent that options are numerous under the concept of the Extended School Year.

Tri-district Cooperation.

For the Extended School Year program to operate at maximum efficiency, the three school districts will be required to work together in very cooperative fashions. Each district has its own limit on resources. When those limited

resources are considered in conjunction with the resources of the other two districts, many additional program possibilities for students become apparent. Advanced language courses, for example, have low enrollments in all three districts. The combining of those enrollments would make the offering of advanced foreign languages much more efficient. The facilities of the three districts also vary considerably. Some of the districts can do things because they have the facilities while students in other districts would be denied the same experiences for lack of facilities. An example of the impact of facilities on student programming can be seen in the fact that students at East Lansing have an outstanding opportunity to study piano but have poor facilities for studying field or marine biology. Students at Haslett, on the other hand, have excellent outdoor facilities for the biology courses but limited facilities in the area of music. Okemos, with its new art center, is in an outstanding position to offer experiences within the fine arts. Thus the combining of student interests with available facilities and available personnel competencies would do much to improve the types of experiences from which students might choose to fabricate their secondary education program.

The Extended School Year committee believes that students could be transported from district to district, as could teachers, in order that the best advantage be taken from differentiated facilities and differentiated staffs. The committee recognizes that such cooperation may be years in the offing but as soon as the ESY program is implemented and student elections have been made, an examination should be conducted to determine the most desirable manner of tri-district cooperation to achieve maximum benefit of the advantages enjoyed by the individual districts. Should such cooperation become possible on a large scale, it is likely that a district might specialize in a particular area. This would mean that the placement of course materials and future facilities might be directed to a particular district with students transported to the facility. This would appear to the committee to be of great benefit to the students, to

teachers and to tax payers. Rather than having mediocore equipment and mediocore facilities duplicated in all districts, it seems advisable to study the desirability of making top-quality educational laboratories at one site and moving students to that site. This does not imply that all industrial arts classes or all English classes would be taught in one district. Rather it is conceived that one district might build advanced facilities in one aspect of industrial arts while the other two were building advanced facilities in other areas of industrial arts. No analysis of student transportation costs is possible until such time as a program would have actual numbers of students electing experiences which would be offered in another district. However, it is felt that transportation costs might be minimal in view of the fact that most transportation would be done during the school day when most buses are now idle. In a large scale cooperative venture, the exchange of students would also require greater similarity in school district calendars and academic day schedules.

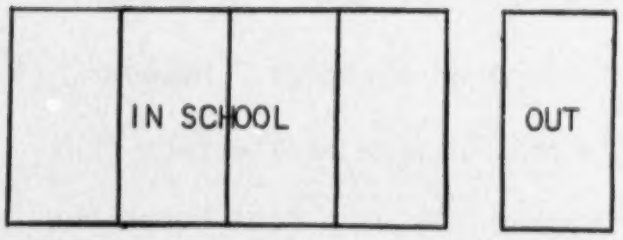
The implications of tri-district cooperation and coordination are numerous for teachers as well as students. Teachers may find that closer professional and personal relationships with peers in other districts is quite satisfying. They may also find that their particular talents may be put to better use because their opportunity to specialize will be increased. The students mixing from district to district is also viewed as advantageous. Finally, tri-district cooperation offers a greater number of options regarding courses and educational experiences and should give the students the best in every area that the resources of the combined school districts can offer.

The Five-term Options.

Throughout the preceeding sections the ESY committee has implied that current school district scheduling of courses in thirty-six weeks time units has been too rigid to permit the development of more flexible student academic programs.

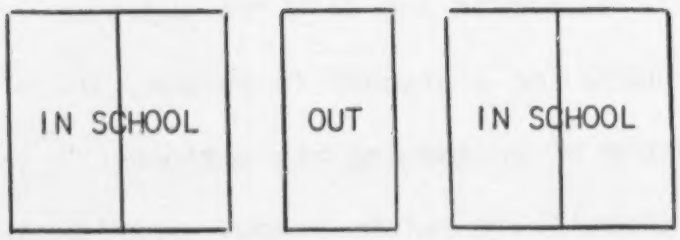
The committee has further suggested that the utilization of terms nine weeks in length would do much to improve the educational options available to students. In the section which follows the committee has outlined several options which each student might elect in planning the totality of his educational experiences.

Option 1. (Four terms in school--one term out of school).



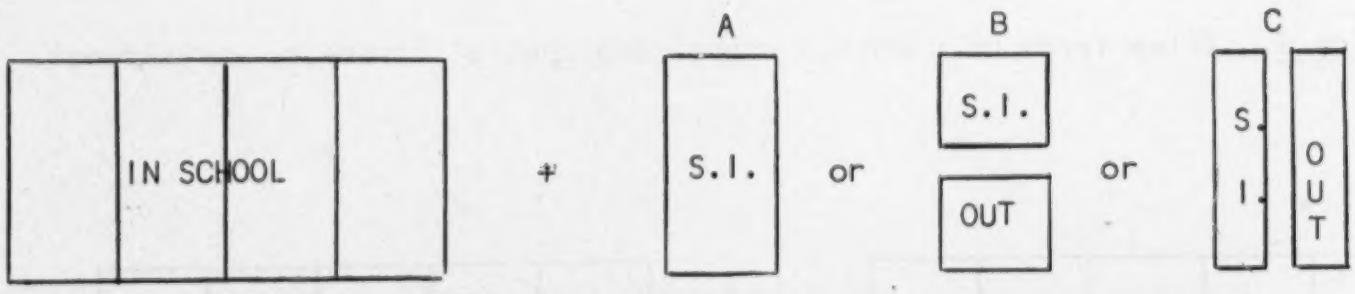
Students who elect this option will find themselves engaged in a calendar most like the traditional academic year. They would have the same amount of summer vacation time, and the only real difference would be their enrollment in four times as many courses during the academic year. They would find their academic schedule changed four times instead of following the same schedule from September to June. The ESY committee expects that the majority of students will elect this option because of the American tradition which has placed family vacation periods during the summer months. However, it is perfectly conceivable that for those parents with children in high school only, who are avid skiiers, the option to take off a term during the snow season might have great appeal. Thus, it should not be assumed that the term elected to be out of school would necessarily be the summer term.

Students electing to be out of school some term other than summer would have a program which looks something like this:



It should not be assumed under this option that students are electing to stay in class for the entire period of the in-school terms. Educational experiences within those terms might include courses, work-study, or other school-related experiences.

Option 2. (Four traditional terms and one term of special interest, work, or study.)



S.I. = Special interest (i.e. Planned Travel or Work-Study)

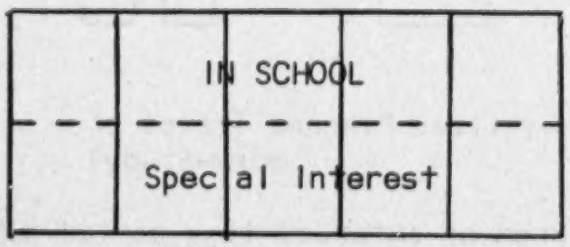
This option would appeal to those students for whom an extended time period within a given activity is either desirable or necessary. The student would be engaged in four academic terms which might consist of a mixture of courses and work-study. The fifth term would have several options associated within it. The first option would be to pursue a "special interest" activity full time for nine weeks. (A) A second option would be to pursue a special interest for half days for a nine weeks period. (B) A third option would be to split the five week term into smaller segments and perhaps pursue a special interest for four and a half weeks and be out of school, on vacation for the remainder of the term. (c)

"Special interests" needs some definition. They are conceived as experiences which bear close relationship to the student's educational plans. They are developed in conjunction with the student's counselor and with the approval of his parents. They represent an opportunity for a student to pursue, in depth, a particular interest which is capable of broadening his outlook, increasing his talents, or improving his capacity to relate school experiences to real life settings. Some examples might be:

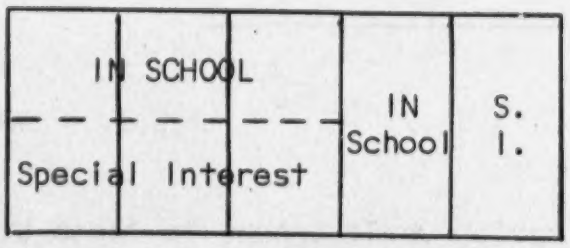
1. Planned travel with a Spanish class to Mexico:
2. Participation in the Interlochen music camp;
3. Participation in an Art studio experience;
4. The nine-weeks internship with the senate majority leader in the Michigan Legislature; or
5. The building of a speciman collection (independently, following a planning period with an instructor).

Thus, the student may spend part or all of the special interest term in the special interest activity. Some experiences might be for two hours or longer, others might be for full days part of a term. Still others could be full days for the entire term.

Option 3. (Five terms of combined school and special interest, work-study).



or

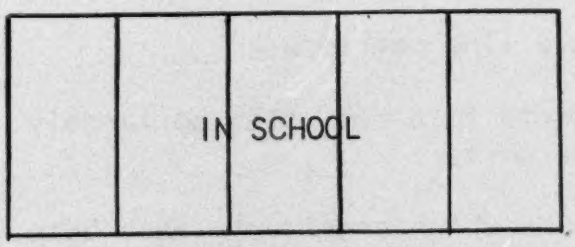


The types of special interest activities engaged in by students under *option 2* may very well fit into another format. A student might take course work along with work-study experiences or other special interest activities on a year-round basis. A typical student might take approximately 24 term courses per year. On the basis of six courses each of four terms. Those who would elect *option 3*

might take three or four "courses" each of five terms while working in special interest areas, for credit, during a part of each day. Thus, the student might find himself in school for half-days and out of school in work-study experiences the remainder of the day. This particular option would seem to be most attractive for those kinds of special interest activities from which a student could profit from a shorter daily period of exposure spread out over a longer period of time. Students in Deversified Occupations, Distributive Education, Office Occupations, and other similar kinds of work-study experiences would seem logically to fall into this format.

Under this option the student would be able to delve into interest areas in larger time blocks and, hopefully, in independent work while also meeting the requirements for a full high school experience. This plan may also have special significance for the student wishing remedial assistance or enrichment opportunities. Extra time would be permitted for students to gain additional experiences without being removed from the main stream of classes with his peers.

Option 4. (Five academic terms.)



For some students, enrollment in five consecutive terms might be indicated. Students who have missed a term for reasons of illness or accident might well wish to take an additional term in order to "catch up" with their peers. Other mature students may desire to complete the high school experience in less than

four years. This could be done under the extended school year plan because the student could gain high school "credit" for work taken during a full time summer term.

The advantages of ESY.

The extended school year concept means that students can find more meaningful educational experiences, in greater numbers, over a longer period of time, because of the additional options which are presented to him. The extended school year committee believes that the following advantages accrue as a result of adopting terms of nine-weeks length.

1. ESY increases the vacation options available for students, teachers, and parents;
2. ESY permits program planning which better meets individual student needs and interests;
3. ESY permits better utilization of the talents of each individual teacher;
4. ESY permits the maximum utilization of resources and facilities of the three separate school districts;
5. ESY allows the student to work and secure experiences outside of classroom settings;
6. ESY permits teachers to opt to be twelve month employees thereby reducing the need to look for summer employment;
7. ESY permits planning of the maximum utilization of future school facilities within the districts;
8. ESY reduces and removes artificial grade line barriers;
9. ESY encourages experimentation by students in areas which go largely untouched under thirty-six weeks course units;
10. ESY encourages students to select options which previously have been considered too "dangerous" because of the nature of the subject matter or fear of potential student-teacher conflict;
11. ESY increases the options which program planners have in fabricating a complete high school experience; and
12. ESY provides a better balance between students' choices and adult control.

What ESY is not.

Because the Extended School Year committee found many preconceived notions concerning the Extended School Year program, it felt constrained to remove some of the confusion and some of the fears, by making explicit a number of items which are not subsumed under the concept.

A. ESY does not mean consolidation of the three school districts. Neither the public nor the school personnel involved in this study have ever given any consideration to the consolidation of the three school districts for the purpose of securing the benefits of the Extended School Year. Acceptance of the ESY concept may very well require greater cooperation between the districts in order that the resources and the facilities of the districts can be put to better use by students within their boundaries, but such cooperation should not imply the legal joining of the districts. An analogy might be found in looking at three friendly neighbors with three large lawns to manage. If one neighbor has a large, riding lawn mower, the second a large, power lawn sweeper, and third has two teen-age boys, a hand mower and a rake, it is obvious that a pooling of the resources could result in more efficient lawn care for all three neighbors. It is also apparent that the three pieces of property do not need to be legally converted into one plot in order for such cooperation to occur.

The Extended School Committee recognized that at some future point in time a legal consolidation of the districts might in fact occur. The committee is simply pointing out in this document that the Extended School Year concept makes no demands for consolidation and that consolidation was never considered by the committee in its deliberations as pre-requisite to the success of ESY.

B. The extended school year does not mandate year-long, school for either students or teachers. Students may take the equivalent of twenty-four term courses a year. When or how he elects to take the courses or course equivalents

through work-study experiences will be his decision to make. The extended school year simply makes it possible to offer the flexibility necessary to permit many more options on the part of the students. The student would no longer be restricted to summer periods for vacation. The same of course would hold true for teachers. The Extended School Year does not require teachers to accept mandatory twelve month contracts. Rather it proposes to grant teachers additonal options (1) to accept twelve-month employment when offered and (2) to change the schedule of his vacation time from among five choices instead of one.

Although almost all teachers within the committee have expressed a desire for some type of educational employment, the committee does not assume that all teachers would wish or would accept an invitation to a twelve-month contract. Teachers desiring summer vacations may continue to have them under ESY. Those desiring winter vacations would have their options increased except in those few cases where absence at a particular term would disrupt a continuity and sequencing required to deliver intergrated educational experiences to students.

C. ESY is not a glorified summer school. Summer school curriculums have traditionally been filled with typing, driver education, and a few remedial or enrichment courses. The Extended School Year committee was tempted to develop a summer term filled with exciting and unusual experiences designed to stimulate the interest of students. However, it soon became apparent that if such experiences were available during the summer term then those same exciting experiences should appear for election by students throughout the traditional academic period. As a result, the five terms comprising the Extended School Year have been conceived as equivalent terms offering largely the same educational experiences with the exception of those experiences for which weather conditions play an important role.

D. ESY does not attempt to limit student experiences or to channel students into certain areas at the expense of other areas. A student, after consultation with parents, counselors, teachers, and his peers is in a position to elect the set of experiences, both course, work-study, and travel, which will comprise his secondary education. It is the purpose of the Extended School Year to increase the number of choices from which the students may select his specific and individualized curriculum, and the time in which he shall elect the experiences. It is expected that educators in all districts will be required to re-examine such things as graduation requirements and course sequence recommendations if full flexibility is to be achieved.

II. IMPLICATIONS FOR CURRICULUM

The Extended School Year committee, while composed of teachers and students from all three districts, was not in a position to recommend or to mandate a set of curricular experiences which would comprise ESY. Rather, the committee accepted responsibility for examining the kinds of educational experiences which other school districts had built into shortened time periods and to conduct a series of "hearings" with representatives from each of the academic departments of the three school districts. As a result of talking with the representatives of Saugatuck, Albion, and Howell, and with the assistance of teachers and department heads from Okemos, Haslett, and East Lansing, the committee developed a composite set of experiences which they recommend be examined by each of the departments both individually and in concert with each other for possible inclusion into a comprehensive curriculum. In addition to the experiences isolated by the committee, it is expected that the various departments, with their extended expertise within a given academic subject area, will be able to isolate many additional kinds of experiences which should be included.

The committee made no attempt to examine "graduation requirements" or to investigate the problem of pre-requisites. It is expected that both kinds of problems can best be answered at the department and school level. In addition, the committee makes no recommendations concerning which experiences should be conceived as best being offered over a time period longer than one term. Again, such decisions must be made at the departmental level. For example,

chemistry and physics courses might well consist of one or two required background terms prior to the student election of individual term courses in optics, plastics, metallurgy, thermodynamics, etc. How much of an educational experience is pre-requisite to the following experiences could not be answered by the ESY committee. The two sections which follow (1) outline the existing courses listed in the course offerings of the three schools and (2) presents a listing of potential course experiences for examination by the departments. The unusual course titles in the second section come directly from the handbooks of Albion, Saugatuck, and Howell.

C U R R E N T C O U R S E O F F E R I N G S

Haslett

East Lansing

Okemos

July, 1969

Business

Haslett	East Lansing	Okemos	
X	X	X	Typing I
X	X	X	Typing II
	X		Typing III
	X		Typing IV
X	X	X	Bookkeeping I
	X	X	Bookkeeping II
X	X	X	Shorthand I
		X	Shorthand II
X	X		Clerical and Secretarial Block
X	X		Business Law
	X		Business Arithmetic
X	X		Distributive Education
	X	X	Data Processing Conception
X			Introduction to Math
X		X	Office Machines
X			Personal Typing
		X	Cooperative Training
		X	Related Studies (to above)
		X	General Business

English

Haslett	East Lansing	Okemos	
	X		English I
	X		English II
	X		English III
	X		English IV
	X	X	Expository Writing
	X	X	Creative Writing
	X	X	Dynamic Reading
X	X	X	Speech I
X	X		Speech II
	X		Radio & T.V.
	X	X	Debate
	X		Introduction to Theatre
X	X	X	Journalism Workshop
	X	X	Yearbook Workshop
		X	Individualized Reading
X		X	Reading Improvement
		X	Dramatics
X		X	English Literature
		X	American Literature
		X	Introduction to Language Arts
X		X	Introduction to Literature
		X	Senior Year (Advanced Placement)
X			Senior Composition
		X	Advanced Writing II
X			Structure of Language
X			Forms of Literature
X			Basic Composition
X			Occupational English
X			Advanced Composition & Research Paper

Fine & Applied Arts

Haslett	East Lansing	Okemos	
X	X	X	Industrial Processes
	X		Basic Electricity & Electronics
	X		Machine Processes
X	X	X	Mechanical Drawing I
	X	X	Mechanical Drawing II
X	X		Architectural Drawing & Design
X		X	Wood Working
X			Blue Print Reading I
X	X		Power Mechanics
X			Blue Print Reading II
X		X	Drafting Technology
X			Power Mechanics
		X	Mechanic of Small Motors
		X	Mechanics of Large Engines
		X	Computer Programming
		X	Ornamental Horticulture
		X	Conservation
		X	Applied Agriculture
	X		Crafts
	X		Material Testing
	X		Fluid Power
	X		Power Technology
	X		Graphic Arts
	X		Practical Electronics
	X		Architectural Drawing (Independent Study)
X	X	X	Art I
X	X	X	Art II
X	X	X	Art III

Fine & Applied Arts (continued)

Haslett	East Lansing	Okemos	
	X		Drawing & Painting
	X		Prints I & II
	X		Sculpture I & II
	X		Ceramics I & II
X	X	X	Metal Works I & II
X	X	X	Art IV

Foreign Languages

Haslett	East Lansing	Okemos	
X	X	X	Latin I
X	X		Latin II
	X		Latin III
X	X	X	French I
X	X	X	French II
X	X	X	French III
	X		Humanities-in-French IV
	X		Humanities-in-French V
X	X	X	Spanish I
X	X	X	Spanish II
	X	X	Spanish III
	X	X	Spanish IV
	X		Spanish Conversation & Culture
	X	X	German I
	X		German II
	X		German III
	X		German IV
	X		Russian I

Home Economics

Haslett	East Lansing	Okemos	
X	X	X	Home Ec I
X	X		Home Ec II
	X	X	Clothing and Textiles
	X	X	Food and Nutrition
	X	X	Child Care & Development
	X	X	Housing & Interior Decoration
X	X	X	Senior Home Economics (Home & Family Living)
	X		Personal & Social Dynamics I
	X		Personal & Social Dynamics II
X			Home Ec III
X			Home Ec IV
		X	Small Crafts
		X	Experimental Foods

Mathematics

Haslett	East Lansing	Okemos	
X	X	X	Algebra I
	X	X	General Algebra I
	X	X	Algebra I Advanced
X		X	General Math
		X	Consumers Math
X		X	Refresher Math
	X	X	Geometry
X	X	X	Plane & Solid Geometry
	X		Analytic Geometry
X			Advanced Algebra
	X	X	Algebra II
X	X	X	Algebra III
	X		Probability & Statistical Inference
	X		Advanced Placement Calculus
	X		Senior Math Course
	X		Fortran Programming
			Under Business
X			Introduction to Math
	X		Business Math
	X	X	Data Processing Concepts
			Under Applied Arts
		X	Computer Programming

Music

Haslett	East Lansing	Okemos	
	X		Choral Music
X	X		Freshman Choir
X	X		Mixed Chorus
	X	X	Chamber Choir
	X		Choral Conducting
	X		Class Voice
	X		Voice
	X		Class Piano
	X		Piano
	X		Music Theory
	X		Activity Band
X	X		Marching Band
	X	X	Concert Band
	X	X	Symphony Orchestra (strings)
	X		Symphony Orchestra (Chamber)
	X		Instrumental Independent Study
		X	Symphony Band
		X	Girls Glee Club

Physical Education

Haslett	East Lansing	Okemos	
X	X	X	9th Grade (Boys & Girls)
X	X	X	10th Grade (Boys & Girls)
		X	11th Grade
		X	12th Grade
	X		Girls Advanced Team Sports (Girls)
	X		Girls Advanced Aquatic & Rythmic Activities (Girls)
	X		Adapted Physical Education (Girls)
	X		Girls Co-Ed Recreational Physical Education
	X		Boys Co-Ed Recreational Physical Education
	X		Boys (Physical Education Junior & Senior Boys)
	X		Adapted Physical Ed (Boys)
	X		Girls (Co-Ed Recreation Physical Ed)Swim
	X		Independent Study in Physical Ed (aspects of recreation, health & physical Ed)
	X		Boys Co-Ed Recreation Physical Ed

Listed Sports

Haslett	East Lansing	Okemos	
	X	X	Self Improvement
	X		Archery
	G		Bowling
	G		Tennis
	G		Golf
	X		Swimming
	X		Gymnastics
	G		Modern Dance
			Tennis
	X		Volley Ball
	G		Field Hockey
	G		Speed Ball
	X		Basketball
	G		Rhythmic Activities
	G		"Jogging for your life"
	G		Snow Skiing
	G		Badmitton
	G		Golf
	B		Soccer
	B		Touch Football
	B		Track & Field
	B		Wrestling
	B		Tumbling
	B		Softball
	X		Adapted Phy. Ed.

Science

Haslett	East Lansing	Okemos	
X			Introduction to Physical Science
	X		General Science I
	X		General Science II
X	X	X	Biology
	X		Biology B.S.C.S.
X			Natural Science
X		X	Biology II
X	X	X	Chemistry
	X	X	Physical Science
X	X	X	Physics
	X		Senior Science
X			Earth Science
X			Chemistry (Advanced)

Social Studies

Haslett	East Lansing	Okemos	
	X	X	9th Grade Social Science
	X		World Cultures (Formerly Ancient & Modern History)
X	X		World Today
X	X	X	Government
	X	X	Economics
X	X	X	World Understanding & Comparative Cultures
	X	X	American History
	X		Advanced American History
	X		Humanities
	X		Participatory Government
	X		Driver Education
	X		Student Leadership Seminar
		X	Western Civilization
		X	Eastern Civilization
X		X	Sociology
		X	Psychology
X			Civics
X			American Studies (Humanities)
X			World History

Other Courses Listed

Haslett	East Lansing	Okemos	
	X		Independent Study
X	X		Work Experience (outside of school)
	X		Language Lab Tech
	X		Audio-Visual Tech
	X		Library Science Work Experience
X	X		Teaching Aide (three levels)
	X		Office Work Experience
	X		Maintenance Aide
	X		Reading Consultant
X			Lansing Community College Advanced Placement Program
X			Cosmotology
	Ingham Area Occupational Skills Center (no tuition required)		
X	X		Auto Mechanics - Everett H.S.
	X		Data Processing
X	X		Drafting---Mech Drawing - Sextion H.S.
X	X		Electronics - Everett H.S.
X	X		Auto Body & Painting - Sexton H.S.
	X		Graphics
	X		Hospitality
X	X		Machine Shop - Sexton H.S.
	X		Quantity Cooking
	HUMANITIES (covered in all three schools)		
			O - Fine Arts - Humanities H - Social Studies - American Studies EL - Social Studies - Humanities
	X		Driver Education

PROPOSED EDUCATIONAL EXPERIENCES

Haslett

East Lansing

Okemos

Much has been said about the desirability of changing the conception of high school from "schooling" to a comprehensive set of educational experiences. From teachers, counselors, administrators, professors, curriculum specialists, students and parents have come many suggestions about the nature of the experiences which should comprise secondary education. The following list of experiences have been prepared by the ESY Study Committee for consideration by the departments of the three school districts both individually and in concert with each other. The listing consists of (a) some tentative course titles for in-school experiences which seem to fit the constraints of nine (9) week terms (or multiples thereof), (b) work-study experiences which a student might elect in lieu of or in conjunction with courses, and (c) related travel experiences which, with proper planning and follow-up, could provide the student with educational experiences not available in classroom settings.

It should be noted that independent study activities are suggested as a desirable adjunct to more formal curricular programs. Although the technique is in some limited use now, much greater use is recommended in the future. In a similar manner, the teacher-aide experience is viewed as a very valuable learning experience. The aide has much to offer when he is blessed with a particular talent which he might share with others or when his level of maturation and experiences have combined to give him "something to offer" other students who are less mature and less experienced.

The listings have been prepared in tabular form to assist the departments in analyzing, accepting, rejecting, or amending the suggestions made by the ESY Study Committee. It is proposed that the individual departments review their existing curriculums to determine which of the suggested course experiences are currently available to students either in course form or in unit form within courses. The left column might be checked by the reviewing departments.

It is further proposed that the departments, meeting together, review special facilities and special personnel competencies which might affect the capacity of a given school district to deliver a particular curricular experience. In addition, the departments might wish to review the best time periods to offer particular experiences. This latter task seems particularly important when weather plays a dominant role in the capacity to deliver the experience; for example, skiing simply cannot be offered in the physical education curriculum during the first or fourth term. The last two sets of columns are for use by departments in reviewing the placement and timing of those experiences accepted as relevant to the new conception of secondary education.

Key

H - Haslett High School	1.- First Term (September)
EL -East Lansing High School	2 - Second Term (November)
O - Okemos High School	3 - Third Term (January)
T - All Three Districts	4 - Fourth Term (April)
C - Combined Time periods (More than one period required)	S - Summer Term (June)
	SP -Single Time Period

Art

It is the suggestion of the ESY committee that Art classes should meet during combined periods of two hours or more. Time required to set-up and put-away equipment leaves little time for actual work on projects.

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time Period	
H	EL	O	(a) Course	H	EL	O	T	1	2	3	4	5	C	SP
			Architecture											
			Art Survey											
			Cartooning & Caricatures											
			Ceramics											
			Cinematography - This class could be used for work in nearly all others for documentaries, etc.											
			Classes at LCC & MSU											
			Collage											
			Commercial Art											
			Crafts w/Ind Art											
			Design											
			Drawing i.e. The Human Body											
			Fashion Illustrations											
			Graphics w/Ind Arts											
			History of Art											

Art (continued)

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time	Period
H	EL	O	(a) Course (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Humanities - in different areas											
			Illustrations											
			Independent Study											
			Interior Decorating											
			Jewelry											
			Leather Crafts											
			Metal Work											
			Oil Painting											
			Painting											
			Photography w/ Soc St. English & Others											
			Plastics											
			Printmaking											
			Rugmaking											
			Sculpture											
			Topical Studies in Art											
			(b) Work-Study											
			Books on Literary Magazine Illustrating											
			Commercial Publisher's Assistant											
			Decorate Department Store Windows											

Art (continued)

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time	Period
H	EL	O	(b) Work-Study (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Interns - Art Studio-commercial club printer											
			Pictorial History of Community											
			Teaching Assistant											
			Tri-District Studio--where some of the best students work & display work											
			(c) Travel Abroad											
			Art Colonies											
			Art Hikes											
			Art Schools--visits											
			Museums											

Business

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time Period	
H	EL	O	(a) Courses	H	EL	O	T	1	2	3	4	5	C	SP
			Advertising w/art, speech, radio & T.V.											
			Auctioneering											
			Business Filing											
			Business Law & the Consumer											
			Business Letter Writing											
			Business Machines & Repair											
			Business Math											
			Charm & Personality Development w/Home.Ec.											
			Consumer Economics w/Home Ec											
			Contractual Law & Installment Buying											
			Distributive Occupations											
			Forms of Business Organizations											
			Government, Labor & Business											
			History of Business w/Econ											
			Hotel & Restaurant Management											
			Income Tax											
			Independent Study											
			Introduction to Coop-World of Work											

Business (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time Period	
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Jobbing											
			Making Useful Savings											
			Managing Income											
			Marketing											
			Money, Credit, & Banking											
			Negotiations											
			Opportunities in Business											
			Packaging											
			Planning Spending & Borrowing Money											
			Planning Your Future											
			Personal Typing											
			Principles of Buying Goods											
			Renting or Buying a Home											
			Retailing											
			Salesmanship											
			School Finance											
			Stocks and Bonds											
			Taxes											

Business (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time Period	
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Teaching Assistant											
			Term Paper & Report Typing											
			Transcriptions											
			Warehousing											
			You and the Business World											
			(b) Work-Study											
			Bookstore- A more extensive bookstore is needed in each high school. It might be possible for the Business Dept. to manage the store, ordering, stocking, selling, etc. It might be best to have the students from one class to one teacher has all the responsibility.											
			Coop-office & Distributive											
			Coop-trade & Industrial											
			Corporation--In conjunction with Ind Arts & Fine Arts or by themselves decide on a product, produce it, and sell it. The profits should go for additional materials for the school business department.											
			Distributive - Education											
			Interns: Spend a week or two all day or maybe part-time for 9 weeks & learn. Then have Seminars for discussions.											

51

Business (continued)

Currently Exists				Course Titles	Program Recommendations: Place				Term					Time	Period
H	EL	O		(b) Work-Study (continued)	H	EL	O	T	1	2	3	4	5	C	SP
				Stock Brokers School Business Offices Lawyers Hotel & Motel Management Teams											
				Teacher Aides											
				Work with School or Union Negotiating Team											
				(c) Travel Auctions											
				Brokerage Firm											
				Commodity Market											
				Corporation Meetings											
				Farmers Market											
				I.B.M. at Frandor											

English

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time Period	
H	EL	O	(a) Courses	H	EL	O	T	1	2	3	4	5	C	SP
			Advanced Grammar for the College Bound											
			Advanced Periodicals											
			American Colonial Literature											
			American Humorists											
			American Naturalist Philosophers											
			American Newspaper & Magazine											
			American Romantic Literature											
			American Realists Literature											
			Anglo-Saxan & Medieval Literature											
			Argument & Persuasion											
			Argumentation & Proof w/ Math											
			Art of Communication											
			Basic Grammar											
			Bible as Literature											
			Biographies											
			Business Forms											
			Cinematography											
			Comparative Literature											

English (continued)

Currently Exists				Course Title	Program Recommendations											
					Place					Term					Time Period	
H	EL	O		(a) Courses (continued)	H	EL	O	T		1	2	3	4	5	C	SP
				Comprehensive Reading												
				Contemporary Essays												
				Contemporary Plays												
				Controversial Material												
				Creative Writing												
				Critical Reading & Writing												
				Criticism & Explanation												
				Developmental Reading												
				Dimensions of the Novel												
				Discussion												
				Drama												
				Elizabethan Literature												
				English as a Second Language												
				English Literature Through the Renaissance												
				Etymology												
				Expository Writing												
				Extemporaneous Speaking												

English (continued)

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time Period	
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Foreign Area Literature Studies Eastern Russian											
			Foundations of Rational Thinking											
			Great Ideas & Man											
			Greek Literature											
			Group Discussion											
			Humanities w/ Art, Music, Soc. St. A course in a certain culture area. Study the life & culture of a certain people.											
			Humor Satire & Parody											
			Increasing Vocabulary											
			Independent Study											
			Interpretative Speaking											
			Introduction to Theatre											
			Jokes, Stories, Yarns, & Sages											
			Modern American Drama											
			Modern American Novel-Poetry											
			Modern British Drama											
			Modern British Novel											

English (continued)

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time	Period
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Modern British Poetry											
			Modern Novel Literature											
			Modern Short Story											
			Mythology											
			Narration & Description											
			Negro Contributions to American Literature											
			Negro Literature											
			Newspaper Journalism											
			News Writing											
			Oral Interpretation Reading											
			Parlimentary Procedure & Group Discussion											
			Philosophy											
			Photo Journalism											
			Pleasure Reading											
			Practical Punctuation, Vocabulary Speaking											
			Press Writing											
			Problems of Usage, Vocabulary, Speaking											
			Propaganda Methods in the Mass Media											

English (continued)

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time	Period
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Psychology of Organization											
			Puritan Experiment & The American Rebels											
			Radio & T.V., Writing & Announcing											
			Reading for Pleasure											
			Reading Plays											
			Reflective Short Storels											
			Romantic English Literature											
			Russian Literature											
			Science-Fiction											
			Selected Works of Shakespeare											
			Sentence Patterns & Forms											
			Short Stories											
			Social Conditions of Modern Man											
			Speed Reading											
			The 17th & 18th Centuriès of English Literature											
			Victorian Age of England											
			Vocabulary Building											

English (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time	Period
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			World Literature 1. French 2. General 3. German 4. Russian											
			Writing About Oneself											
			Writing About Other Than Oneself											
			Writing 1. Explain Yourself 2. Stop, Look and Write 3. Your Right to Say It.											
			Writing the Research Paper											
			Yearbook Journalism											
			(b) Work-Study Interns 1. Advertising 2. Author Assistant 3. Newspapers 4. Publishers & Printers 5. Radio & T.V. 6. Theatres											
			Library Practice											

English (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time	Period
H	EL	O	(b) Work-Study (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Library Work											
			Literary Magazine - a regular magazine should be printed with student articles and stories											
			M.S.U. Aides											
			Publications for School											
			Teaching Assistant											
			Tri-District Lecture & Concert assuming interest on the tri-district but a fine list of speakers & concerts could be obtained											
			Tutoring											
			(c) Travel											
			Lecture-Concert series at MSU											
			Lansing Town Hall Series Stratford Festival Theatres											
			Traveling Theatres											
			Winter Workshops											

Foreign Languages

Currently Exists			Course Titles	Program Recommendations											
				Place				Term					Time Period	
H	EL	O	(a) Courses	H	EL	O	T	1	2	3	4	5	C	SP
			Advanced Sections of All Courses											
			Comparative Literature w/ English											
			English as a Second Language											
			Foreign Drama											
			Independent Study											
			Language & Culture Studies i.e., Spanish Conversation & Culture											
			Language Humanities											
			MSU or LCC Course Work											
			Specific Language Studies Russian, Chinese, German, Latin											
			Teaching Assistant in Each Course											
			(b) Work-Study											
			Develop Cassette Library											
			Develop Foreign Language Publication											
			Establish Language Camps											
			Foreign Dramatic Publications											
			Foreign Language Radio & T.V. Programs											

Foreign Languages (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time	Period
H	EL	O		H	EL	O	T	1	2	3	4	5	C	SP
			(b) Work-Study (continued)											
			Use Students in Communities											
			1. Big Brothers 2. Family Helpers 3. Tower Gardens 4. Tutoring 5. Vista											
			M.S.U. or L.C.C. Courses											
			(c) Travel											
			Go to Countries Where the Language is Spoken											

Home Economics

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time	Period
H	EL	O	(a) Courses	H	EL	O	T	1	2	3	4	5	C	SP
			Beauty & Vitality From the Inside Out											
			Becoming an Attractive Woman											
			Chef's Club											
			Child Care											
			Children's Clothing											
			Comparative Shopping											
			Consumer Economics											
			Convenience Foods											
			Crafts with a Point											
			Design & Decorating											
			Emergency Treatment - This is a course nearly every student should take. It is touched upon slightly in several areas, but seldom gets sufficient treatment. It should include treatment for burns, fractures, drowning, fainting, and the more common injuries where quick emergency treatment is needed. A follow-up course may be a good idea.											
			Etiquette											
			Foreign Cooking											
			Furnishing Your Future Home											

Home Economics (continued)

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time Period	
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Home Repairs w/ Ind Arts - Should include minor repairs to the house, plumbing, painting, and instruction on repairs of holes in clothing, care for out-of-season clothing, etc.											
			Housing											
			Independent Study											
			It's Fun to Sew											
			It's Your Business											
			Job Opportunities in Home Economics											
			Landscape & Gardening - What landscaping looks best in definite situations. Problems today, what plants and flowers look best and bloom different times for best display of floral beauty.											
			Let's Have a Party											
			Looking at Married Life											
			Making Your Money Count											
			Marriage & Family											
			Nutrition											
			Outdoor Cooking											

Home Economics (continued)

Currently Exents			Course Titles	Program Recommendations										
				Place				Term					Time	Period
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Party Planning											
			Personal Hygiene w/ Phy Ed											
			Prenatal Development											
			Preparing for the Long Winter Months											
			Service - Meals & Dining in a Restaurant											
			Survival Techniques for Bachelors - Especially good for those planning to live in apartments while working or at college.											
			Teaching Assistant											
			Teen Years											
			The Exceptional Child											
			The Pleasure of Your Company											
			The Time of Your Life											
			The Way to His Heart											
			This is Your Life											
			Wardrobe											

Home Economics (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time	Period
H	EL	O	(b) Work-Study	H	EL	O	T	1	2	3	4	5	C	SP
			Work in the following areas may be helpful to students who desire extra acquaintance in those different fields											
			Bakeries											
			Credit Exchange											
			Food Service in Schools											
			Hospitals											
			Institutional Food Service											
			Schools-Garden Planning - work at beautifying our schools w/ Ind Arts											
			Volunteer Societies Headstart Vista, etc.											

Industrial Arts

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time	Period
H	EL	O	(a) Courses	H	EL	O	T	1	2	3	4	5	C	SP
			Architectual Elevation Drawing											
			Architectual House Planning											
			Auto Mechanics											
			Automotive Theory											
			Avocational Woodworking - Students work with wood & the tools of wood to learn the fundamentals of woodwork for future use as an avocation.											
			Bench Woodworking											
			Building Construction											
			Cabinet Making											
			Crafts in Boat Contruction--something more than the usual should be offered here.											
			Water or Snow Skis											
			Emphasis on Hand Tools in Woodworking											
			Fluid Power											
			Forging & Casting											
			Foundry w/ Art											
			Frame House Construction--The building of a house, garage or part of these might be offered here.											

Industrial Arts (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time Period	
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Fuel Systems											
			Furniture Refinishing											
			General Electronics w/ Science											
			General Metals											
			Graphics w/ Art											
			Home Repairs w/Home Ec - minor repairs, plumbing, replacing windows, proper paints, cement mixing, electrical repairs, etc.											
			Hot Metals											
			Hydraulics w/ Science											
			Independent Study											
			Industrial Furniture Making											
			Introduction to Ind Arts											
			Manufacturing & Development w/ Business											
			Pattern Making & Woodworking Technology											
			Power Dynamics											
			Power Mechanics w/ Science											
			Pre-Engineering Drawing											

Industrial Arts (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time Period	
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Sheet Metal											
			Shop for Girls											
			Teaching Assistant											
			Test Equipment											
			Transmissions											
			Welding											
			(b) Work-Study											
			Apprenticeships											
			Diversified Occupations											
			School Plant Maintenance											
			Teacher Aides											
			Vocational Studies in Area Skill Center- In the next few years this will provide vast opportunities.											
			Volunteer Societies--Help to repair homes, do landscaping, etc. for poor areas of the districts.											
			Work in Local Industry											

Industrial Arts (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time Period	
H	EL	O	(c) Travel	H	EL	O	T	1	2	3	4	5	C	SP
			Trips to Auto Making Centers--Flint, Lansing											
			Trips to General Motors Testing Site.											
			Trips to Construction Sites & Businesses											

Mathematics

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time	Period
H	EL	O	(a) Courses	H	EL	O	I	1	2	3	4	5	C	SP
			Argumentation											
			Basic Operations											
			Calculus & Analytical Geometry											
			College Courses MSU, LCC											
			Computer Math											
			Consumer Math											
			Data Processing w/Business											
			Elementary Functions											
			Elementary Number Theory											
			Essential Mathematics											
			Foundations of Mathematics											
			Fortran Programming											
			Fractions											
			Fractions & Percents											
			Graph Theory											
			Interest & Discounts											
			Logic											

Mathematics (continued)

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time Period	
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Logic and Mathematics											
			Machine Math											
			Math for Fun											
			Math History											
			Mathematics and the Imagination											
			Matrix Algebra											
			Men of Mathematics											
			Percentages											
			Pre-Calculus											
			Porbability & Statistics											
			Reading Courses-Students read in certain areas in math. Students should be left to decide. A bibliography.											
			Recreational Mathematics											
			Review Math Fundamentals											
			Smorgasboard Math											
			Teaching Assistant											

Mathematics (continued)

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time	Period
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Topology											
			Vocational Math - The students present problems to be needed in every day living, (checks, taxes, etc.)											
			(b) Work-Study Business Work											
			Interns i.e. Banking Brokerage Office Cashier Data Processing Center I.B.M. Frandor Tax Office											
			School Finance											
			Teacher Aides											

Music

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time Period	
H	EL	O	(a) Courses	H	EL	O	T	1	2	3	4	5	C	SP
			Classical Music & Its Composers											
			Electronic Music w/ Ind Arts											
			Foreign Studies											
			Guitar Lessons											
			Highlander Chorale											
			Humanities w/ English, Art, Soc St.											
			Independent Study											
			Introduction to Baroque & Renaissance Music											
			Introduction to Folk & Rock Music											
			Introduction to General Music Appreciation											
			Introduction to Jazz											
			Instrument Design & Repair											
			Music of Other Lands											
			Music Rhythm Class											
			Physics of Music											
			Piano Lessons											
			Romantic & Modern Music											
			Specialized Bands i.e., Rock, Rhythm, & Blues											

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time	Period
H	EL	O		H	EL	O	T	1	2	3	4	5	C	SP
			(a) Courses (continued)											
			Teaching Assistant											
			Theory											
			Theory & Harmony											
			Topical Studies - Jazz, Blues, Opera											
			(b) Work-Study											
			Cinematography											
			Form Tri-District Choir, Orchestra, Recitals											
			Lecture-Concert-Tri-District at MSU											
			Music Store - Produce tapes & records, which are sold in music area of the formerly mentioned student bookstore.											
			Outside Theatres Barn Lansing Civic Players Lansing Symphony Orpherus Singers Youth Corral											
			Teacher Aides											
			(c) Travel											
			Broadway											
			Conservatories											
			Interlocken											
			Lecture - Concert at MSU, etc.											

Physical Education

Currently Exists			Course Titles	Program Recommendations											
				Place				Term					Time	Period	
H	EL	O	(a) Courses	H	EL	O	T	1	2	3	4	5	C	SP	
			Adaptive Activities--courses offered for the student with special needs. (reducing, etc.)												
			Advanced Game Fundamentals												
			Advanced Weight Lifting												
			Apparatus												
			Archery												
			Boating												
			Body Conditioning												
			Bowling												
			Camping												
			Firearms												
			First Aid w/ Home Ed												
			Fishing Skills & Hunting Skills												
			Fly-Casting												
			Golf												
			Gymnastics												
			Health												
			Horsemanship												

Physical Education (continued)

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time	Period
H	EL	O	(a) Courses (continued)	HI	EL	O	T	1	2	3	4	5	C	SP
			How to Live											
			Leadership: Aides - Program to prepare them Day Camp--actual experience											
			Recreational Games											
			Scuba Diving - Practice in the pool could begin with snorkeling, then learning skills & dangers of scuba diving. Make trips to clear lakes where worthwhile sunken objects can be located.											
			Skating--Ice, Roller											
			Skiing - snow This may be a tri-district endeavor using community facilities existing at the Lansing Ski Club.											
			Sport Camps											
			Track & Field											
			Water Sports - small boats											
			Weight Lifting											
			Winter Sports - Sliding, Skating, Skiing											
			Wrestling											

Science

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time Period	
H	EL	O	(a) Courses	H	EL	O	T	1	2	3	4	5	C	SP
			Anatomy & Physiology											
			Animal Behavior											
			Applied Bacteriology											
			Archeology											
			Area Problems (pollution, trees, wildlife) First studies of these areas, with visits to the area coupled with speakers in this speciality.											
			Astronomy - Use facilities at MSU and staff											
			Basic Electricity											
			Behavior of Plants & Animals											
			Bio-Chemistry											
			Cytology											
			Classification of Plants & Animals											
			Climatology											
			Conservation											
			Drug Education											
			Drugs, Alcohol, & Tobacco											

Science (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time Period	
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Earth Science											
			Earth's Surface											
			Ecology											
			Electronics											
			Embryology											
			Evolution											
			Genetics											
			Geology											
			Household Chemistry											
			Human Anatomy 1. The circulatory & respiratory systems 2. The muscular & skeletal systems 3. The nervous & endocrine systems 4. The reproductive system											
			Hydraulic w/ Ind Arts											
			Independent Studies											
			Instruments of Communications											
			Introduction to X-Ray											
			Invertibrate Zoology											

Science (continued)

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time	Period
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Laboratory Apparatus & Measurement											
			Light, Optics & Color											
			Limnology											
			Marine Biology - A study of life in our lakes and streams from fish & frogs to bacteria is highly recommended.											
			Microbes: Their Growth, Nutrition & Interaction											
			Micro-Biology (Clinical disease, bacteriology, parasitology)											
			Minerals & Rocks											
			Natural Resources											
			Nature of Matter											
			Optics											
			Organic Chemistry											
			Ornithology - Your Feathered Friends											
			Plant Growth & Development											
			Plant Physiology											
			Power Mechanics w/ Ind Arts											
			Radioactivity: Monster or Helper											

Science (continued)

Currently Exists			Course Titles	Program Recommendations											
				Place					Term					Time	Period
H	EL	O	(a) Courses (continued)	H	EL	O	T		1	2	3	4	5	C	SP
			Reproduction of Life												
			Research Project & Seminar												
			Sex Education												
			Space Science												
			Teaching Assistant												
			Topography & Map Reading												
			Weather												
			Zoology-vertebrate invertebrate												
			(b) Work-Study												
			Arboretum												
			Government- State Conservation Dept												
			Hospitals												
			Humane Societies												
			Local Industries												
			Ph-d Research Asst.												
			Rose Lake												
			Small Animal Shelters												

Science (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time	Period
H	EL	O	(b) Work-Study (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Teacher Aides											
			Vet Clinic											
			(c) Travel											
			Beaver Island											
			Camping w/ Phys. Ed.											
			Geology & Archeology Field Trips											
			Goddard Space Flight											
			Kennedy Space Center											
			Many Others											

Social Studies

The Social Studies department could easily find ESY giving it the necessary freedom from traditionalism and inflexibility that is has been seeking for many years. Innumerable work-study and travel experiences could be imagined under ESY. Social Studies can become as broad and varied or as specialized as an individual department and district wish. The following are only a few examples of the dozens of courses possible.

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time Period	
H	EL	O	(a) Courses	H	EL	O	T	1	2	3	4	5	C	SP
			Afro-American History											
			America Before Colonialization											
			America Between the World Wars											
			America Since 1865											
			American Biography											
			American Constitutional Law											
			American Foreign Policy											
			American History Readings											
			American Labor Movements											
			Anglo-American History											
			Basic United States History											
			Black Studies											
			Causes of the Civil War											
			Civil War and Reconstruction											
			Cold War and America											

Social Studies (continued)

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time Period	
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Colonial America 1600-1800											
			Colonial Times to Independence											
			Colonization in the New World											
			Commerce, Cotton, and the Westward Movement											
			Constitutional History of U.S.											
			Contemporary American History											
			Current American Problems											
			Decisions That Faced the New Nation											
			Developing the American Colonies											
			The Emergence of Modern America											
			English Colonial Period in America											
			History of the American Indian											
			History of the New Nation											
			Jefferson and Jackson											
			Jefferson to the Civil War (1800-1860)											
			Michigan History											
			Michigan in the Civil War											

Social Studies (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time Period	
H	EL	O	(a) Course (continued)	H	EL	O	T	1	2	3	4	5	C	ESP
			Middle America and the Caribbean											
			Negro Power in America											
			Progressive America (1870-1900)											
			The Right to Revolt											
			Rise of Democracy											
			Roaring Twenties											
			The Thirties											
			The U.S. Constitution											
			United States History Through Literature w/ English											
			The Westward Movement											
			Wilson to Nixon											
			The Age of Knights											
			The Age of Revolution											
			Ancient Man											
			Area Studies i.e. Latin America, Middle America, Russia											
			British Isles											
			China and India											
			The Cold War											

Social Studies (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time	Period
H	EL	O	(a) Course (Continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Classical Man											
			England and the Industrial Revolution											
			Europe Finds America											
			The Far East											
			France (1600-1800)											
			The French Revolution and Napoleon											
			The History of Religions											
			The Industrial Revolution											
			Japan and Southeast Asia											
			Latin American History											
			Medieval Man											
			Middle Ages to Modern Man											
			Middle America and the Caribbean											
			Modern World Problems											
			Nationalism, Imperialism, & Militarism											
			Renaissance and Reformation											
			Right to Revolt											
			Rise of Nation States											

Social Studies (continued)

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time Period	
H	EL	O	(a) Courses (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Russia Since 1917											
			Russian History											
			South America											
			Soviet Union											
			Twentieth Century Trends											
			The World's Great Religions											
			World History Through Literature w/English											
			World Powers and New Problems											
			World Trade											
			World Wars I & II											
			World War II to the Present											
			Archeology and Anthropology w/ Science											
			Evolution of Man											
			Banks											
			Banks and Credit											
			Business and Labor											

Social Studies (continued)

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time Period	
H	EL	O	(a) Course (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Comparative Economic Systems											
			Consumer Protection											
			Economic Problems											
			Economics											
			Economics of the Community											
			Growth of Industrial Enterprise											
			Housing and Home Finance											
			Insurance Protection											
			Government Expenditure											
			Investments											
			Labor Economics											
			Our Labor Force											
			Personal Finance											
			Public Finance											
			Real Estate											
			Stock Market Operation w/ Business											
			Taxes-Income and Outgo											

Social Studies (continued)

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time Period	
H	EL	O	(a) Course (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Lands of Coconuts and Mystery											
			The Middle East and Africa											
			Political Geography											
			South America											
			Soviet Union											
			Sub-Saharen Africa											
			World Geography											
			Abnormal Psychology											
			Adolescent Psychology											
			Applied Psychology											
			Basic Theories of Psychology											
			Child Psychology											
			Fundamental Psychology											
			The Psychology of Religion											
			Arbritration and Mediation											
			Drug Education											

Social Studies (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time Period	
H	EL	O	(a) Course (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Drugs, Delinquency & Drunkenness											
			Family Life											
			Family Living											
			Fundamental Sociology											
			Maintaining Your Cool (Mental Health)											
			The Mass Media Mess											
			Minority Groups											
			Power											
			Problems of Prosperity and Leadership											
			Sex and the Single Student											
			Sex Education											
			Social Problems											
			Social Psychology											
			Sociology											
			Urban Problems											
			Vocational Problems											
			World Population Explosion											

Social Studies (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time Period	
H	EL	O	(a) Course (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Adjustment to Depression and War											
			Arms and Armor											
			Civil Liberties											
			Crime and Punishment											
			Criminology and Juvenile Delinquency											
			Current Crucial Issues											
			Here Come De Judge - The Law as regards students, their expectations, rights and restrictions under the law, what law is and what the courts do.											
			"How Revolting" - The causation of revolution											
			Humanities w/ English, Art, Music											
			Ideas in Conflict											
			Imperialism											
			Independent Study											
			Methods of Inquiry											

Social Studies (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time Period	
H	EL	O	(a) Course (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Student Initiated Courses Often students have ideas of courses that are especially interesting at a particular time. These courses should be added to the curriculum if possible. A course taught and run by students may be a good idea and is suggested, in fact, by this committee. A teacher would be in the background as much as possible.											
			Student Leadership Seminar - for students who may find themselves in leadership capacities. It would be good for those on student council.											
			Teacher Assistant											
			Africa in Transition											
			Comparative Government											
			Comparative Ideology											
			Comparative Political Systems											
			Expansion of Democracy											
			The Great "Isms"											
			International Relations											
			Local and State Governments											
			National Government											

Social Studies (continued)

Currently Exists			Course Titles	Program Recommendations										
				Place				Term					Time Period	
H	EL	O	(a) Course (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Partytime, USA											
			Political Parties											
			Political Psychology--what causes a person to vote one way or another											
			Practical Law											
			Problems of American Democracy											
			Reformers, Protestors and Liberals											
			Study of "Isms"											
			Topical Political Areas - Certain issues of different periods in history will be studied.											
			United States Constitution											
			United States Government											
			(b) Work-Study - The number of experiences possible is larger in Social Studies probably than any other department.											
			Documentary - using films, slides, and tape to tell a story											
			Interns: Law Offices, Legislature, Old Age Home											
			Lecture-Concert Series MSU											

Social Studies (continued)

Currently Exists			Course Titles	Program Recommendations: Place				Term					Time	Period
H	EL	O	(b) Work-Study (continued)	H	EL	O	T	1	2	3	4	5	C	SP
			Participatory Government - students actually participate in Government. They are assigned to certain Officials for a period of time.											
			Volunteer Agencies Big Brother Drop-In-Centers East Side Action Center Government Welfare Agencies Head Start Vista											
			(c) Travel - The number of places where visitations by students would be beneficial is similar to the work-study.											
			Action Centers											
			Courts of Law											
			Government Agencies											
			Poverty Areas											
			Prisons											

To Be Offered By Area Skills Center

Agricultural Mechanics Maintenance & Repair

Air Conditioning

Appliance Repair

Architectural Drafting

Auto Body & Fender

Auto Mechanics

Building Trades

Child Care Aide

Combination Welding

Commercial Art

Cosmetology

Drafting & Desgin

Electronic Data Processing

Electronics

Engine Mechanics

Food Merchandising

Food Service

Hospital Occupations

Hospitality Service Industries

Industrial Machines

To Be Offered By Area Skills Center (continued)

Industrial Systems

Institutional & Domestic Services

Landscape, Horticulture & Floriculture

Large Appliance Repair

Machine Operator

Machinist--Toolmaker

Mechanical Design Drafting

Medical Clerical

Merchandising, Marketing & Management

Nurse's Aide

Photo Offset & Letter Press

Printing

Quantity Cookery

Radio & T.V. Repair

Residential Development

Retailing & Marketing

Service Station Attendants

Stenographic & Secretarial

Technical Drafting

III. IMPLICATIONS FOR PROFESSIONALS

The Extended School Year committee was well aware of the fact that a feasibility study would not be complete without addressing the question of how the adoption of the extended school concept would affect the manner in which professionals within each of the three districts would be required to change their professional style. Because the Extended School Year concept contains several distinct forces for change, they have been analyzed separately. Thus the teacher's role as modified by movement to nine weeks terms, as modified by an extension of the academic calendar, as modified by tri-district cooperation, and as modified by the introduction of field-study experiences has been examined in detail. Likewise, changes in the roles played by administrators and counselors have also been analyzed.

Two primary sources of information were utilized in making these assessments. First, questions were addressed to the professional personnel of both Saugatuck and Albion to determine the manner in which their own roles had changed as a result of shifting to shorter time periods for course offerings. In addition, teachers and department chairmen who appeared before the committee were asked to express the changes which they could foresee as a result of shifting to the Extended School Year concept.

It should be abundantly clear to anyone reading this report that much of the change being proposed is mechanical, not attitudinal. Programs such as an extended school year, tri-district cooperation, nine-week terms, ungraded classes etc. will bring about new and worthwhile learning experiences for the

students. Teachers, administrators and counselors will also benefit through improved options within their own reference frames. However, to believe that pouring high school experiences into new and exotic shaped containers automatically will achieve the objectives of relevancy, stimulation, and student-teacher enthusiasm, is to be overly optomistic. Without a lot of trouble, teachers could do the same old things in the same old way in this program. It has not been the charge of this committee to explore how teachers might teach under this plan, but the committee feels that the mechanical alterations being advanced can promote an attitudinal change in the classroom.

What follows is an attempt to indicate in as many areas as possible the effect that this program <u>might</u> have on teachers, counselors, and administrators of East Lansing, Haslett, and Okemos. "Might" is emphasized because without doubt teachers, administrators, counselors, students and parents will alter the specifics of the plan in ways that the committee cannot anticipate at this time.

<u>Teacher--Nine-weeks Terms.</u>

1. A nine-weeks program would make it possible for a teahcer to work intensely in his areas of interest and expertise. In Albion and Saugatuck where short term courses are in operation, they found the teachers, almost without exception, happier with the shortened terms than with the year or semester long course. Both systems reported teachers and students more interested and involved in what was being taught.
2. There is no question that bookkeeping and other paper work would increase in a nine-weeks system. There would be four or five final card markings; for many teachers four or five new record books a year; and more material to order and control.

3. The subject of final examinations will most probably be given some review in a nine-weeks system. In the Albion and Saugatuck systems, fewer teachers gave final exams. It is interesting to note that the students in these high schools very much preferred the reduction in pressure and tension of semester finals.
4. The preparation load would vary a great deal depending on the subject area, but for most teachers it would increase. In Albion and Saugatuck many of the teachers (especially those in English, Social Studies, Fine Arts, and Industrial Arts) found they had eight to ten different preparations in the school year. This in practice meant two to three preps per term. Many of these courses were taught several times in the year - hence no teachers found two or three new courses confronting him <u>each</u> term. Just how heavy the preparation load would be in each school will be determined by the teachers in their respective departments. 5. (Given the confines of a nine-weeks term the teachers in Albion and Saugatuck found much less time was wasted in class. They believed the student-teacher efforts were more concentrated and meaningful.)
6. Teachers may find it easier to establish specific topics to cover and goals to be met in the nine-weeks structure than in the semester long course.
7. The determination of just what is to be taught and who will teach it could be decided with the following considerations: (a) Individual teachers would indicate what courses they would be willing and able to teach; (b) Departmental meetings would resolve duplicate course interests among teachers; (c) Departments would be responsible for developing sequences of courses to adequately cover the scope of the discipline;

(d) Given the level of student interest in school activities evidenced in recent years, it is appropriate that students should be included in the planning process. Students should have a real role in determining what courses are to be taught and the subject matter content within them; (e) State law school certification and college entrance requirements will determine to a certain extent what must be offered.

8. Teachers and departments will have to come to grips with the matter of pre-requisites and sequencing. Some subjects such as mathematics, foreign languages, and to a certain extent science, will not be able to alter their existing course order very much. Other disciplines, like social science, English, and physical education will have to decide what courses if any must be taken by all students before they may proceed to other experiences.

9. In this same area, departments such as social science will have to decide if students have to take social science, then American history, then government-economics, in that order. Relaxation of such guidelines would of course mean that many traditionally Freshman, Sophomore, Junior or Senior courses would be non-graded.
(Both Albion and Saugatuck have gone to a non-graded program in many areas.)

10. It seems logical to us that few if any counselors would be able to comprehend the specifics of several hundred course offerings. Teachers then may find it desirable, if not necessary, to take a larger part in counseling within their subject area.
(Albion and Saugatuck teachers are more involved with counseling.)

11. With the larger number of course offerings departments may wish to concern themselves with some tracking. In other words, some offering may be designated as courses for slower learners and others for those

students capable of faster progress. (Albion, and to a lesser extent Saugatuck, have written such information into their course descriptions.)

12. A sophisticated computer program will have to be established to accomodate the many variables being considered. For teachers, this may necessitate gaining knowledge about what computers can and cannot do.

13. Teachers may be concerned about increased course options turning the curriculum into a popularity contest. The teachers at Albion and Saugatuck did not find this a problem. They found, if anything, that teachers eliminated this potential difficulty by doing a better job in the classroom. This may have been due to increased teacher interest in what they were teaching and/or knowing that students would not take their courses if they did not do a better job. (In this same area, it is worth noting that teachers in Saugatuck and Albion found no instance of kids shying from teachers just because they were "tough.")

14. Teachers, we believe, can expect some substantial shifts in what the students elect to take in a nine-week system. Subjects that students have traditionally regarded as "tough" may well be tried by more students who know they can abandon the course in nine weeks and not "lose" a whole semester or a year of credit. (Saugatuck had a 300% increase in chemistry their first year on this program. Also worth noting is the fact that once in the course very few students dropped out!) Albion and Saugatuck have found significantly more pupils taking courses in the Fine Arts, Business and Industrial Arts. The reason for this they feel is that a nine-weeks course does not involve as big a part of a school year as a semester system did. Hence, many more college-oriented students can take more courses in these fields and

still meet their college requirements and graduate on time.

15. The subject of text books will become an immediate concern for some departments - particularly English and social studies. The subject of textbooks will necessitate some intensive review by teachers, students, administrators and parents of book fees and other related items.

16. For some teachers there may be a problem of impersonalization with a nine-weeks system (e.g., student in and out so fast you do not get to know them and vice versa). Neither Saugatuck or Albion felt this a significant obstacle because you might have a student three or four times in the course of his high school career. The average amount of student-teacher contact will not change.

17. Another possibility in a nine-weeks program would be assigning two period time blocks to some classes. Art teachers might, for example, find it more worthwhile in some areas to have students two hours a day for nine weeks than one hour for eighteen weeks. The teaching role in longer time periods requires an adjustment.

18. Teachers, administrators, and counselors will need to reexamine the concepts of failure and "make-up". For example, when a student fails a course that is in a sequence, will he repeat the course? Or, when a student fails a course that is not in a sequence (i.e. an American history course being taken as a graduation requirement) can the student substitute another course?

Teachers - Extended School Year.

1. For some teachers the summer term will provide unique instructional possibilities: (a) travel experiences with students, (b) new course offerings and (c) additional field related courses are all in the realm of possibility!

2. Some teachers might find the salary prospects of a twelve-month teaching contract more attractive than the current nine-month arrangement.
3. Closely related to the extended school year concept, at least for the first few years, will be extensive tri-district cooperation during the summer quarter. The ESY Committee believes a comprehensive summer offering will be possible only if the faculties and students of the three high schools are brought together. Further, the courses would most probably be taught at that high school which offered the best physical facility for the particular discipline. It is then altogether possible that an Okemos teacher during the "regular" school year might find himself in the summer quarter teaching in East Lansing High School, working with students from three high schools, and planning with teachers from other schools.
4. By teaching a summer term some teachers may find it possible to "opt out" of some other nine-weeks term. This might be for the purpose of travel, advanced degree work, etc. The teacher who did this would very probably have to commit himself some considerable time in advance so that the courses he would normally teach could be deleted or substitution arrangements made for the quarter he would be gone. This would be especially important if the students were registering in April or May for the whole of the next school year. This would not be as big a consideration if students registered each nine weeks or every eighteen weeks.
5. To offer a comprehensive summer unit on a cooperative basis would clearly necessitate coordination between the three districts on the departmental level in deciding on course offerings and who would teach them.

6. Since there is a difference in the length of classes in the three schools (East Lansing has five, seventy-minute periods a day; Haslett and Okemos have six, fifty-five minute periods) some common period length will have to be agreed upon by the faculties and administrators of the three schools if extensive cooperation is to be fostered.
7. The option of teaching in the summer rather than having to find a summer job could make teachers feel more professional. This feeling might be enhanced by changes in the program which would better capitalize on teaching strengths of each teacher.

Teachers - Tri-district Cooperation.

1. For the immediate future, the committee sees the bulk of the cooperative efforts coming in the summer time. As noted earlier, teachers and students of the three schools would most probably be pooled and courses would be taught at the school that has the best facility for a particular subject. For the teacher this could mean courses taught with different facilities, new students, and new colleagues.
2. It is obvious that even if the tri-district program is confined to the summer, a good deal of inter- and intra-department planning is going to have to take place.
3. If the summer program is deemed successful and the decision is made to phase into a year round program, teachers, counselors and administrators would be intensively involved in the planning of the following:
(a) Specializing facilities to teach tri-district courses. For example, East Lansing High School might establish the space and invest the capital for a comprehensive ceramics program. Once in existence, Haslett and Okemos would send students to East Lansing for that course.

(b) New programs that one school could not bring into existence alone might now be possible. Advanced and/or specialized courses might now be taught because students from three districts would comprise an economically feasible class.

(c) Extension and expansion of existing programs could be an interesting by-product of the district's cooperation. Such things as tri-district orchestras, bands, student publications might come into existence.

(d) Coordination of some of the work-study experiences might be more efficiently directed by a tri-district director than by individual school districts.

(e) Because the student populations and teacher expertise and interest would be drawn from three schools, some fairly "exotic" out-of-school offering might appear. For example, nine-weeks trips to a foreign country during a winter term or a combined archeology-geology-bio-science trip to the Grand Canyon during spring term might become realities.

(f) Students failing a nine-weeks term of a sequenced course might be able to go to another high school to make it up. For example, if an East Lansing student failed French I (1st nine weeks) he might go to Haslett and take the course again because the terms French I is offered differed between the schools. This sort of a organization would necessitate tri-district, master programming and scheduling.

Teachers - Work-Study Experiences.

1. Much of the effort expended on ESY has been directed toward possible changes in the curricular offerings of the three high schools. The out-of-school work-study kinds of experiences will have great implications on the traditional role of the teacher.

(a) Departments, in conjunction with the administration, would have to consider how much credit a particular work-study experience would be worth, and how it would be supervised and graded. For example, how would you grade, and how much credit would you assign to an eighteen-weeks, half day assignment at Potter Park Zoo for the student interested in zoology?

(b) If there were any sizable number of students involved in work-study programs, there would have to be coordinators - people who made the initial contact with the cooperating agency, made sure the students got there every day, followed-up on complaints from students and/or employers and helped in evaluating the students. Whether this kind of coordination should be done by departments generally, one person in a department, by counselors, by tri-district personnel needs additional study.

(c) Assuming for a moment that one teacher in a department was to handle the coordination of all the work-study experiences going on in that department, that teacher would have to be released from some part of his regular class assignments. For the teachers involved in a coordinating activity it could present them quite a variation in the conventional teacher role and responsibilities.

(d) Departments will, for work-study programs, have to determine the appropriate length of the experience. Under the nine-weeks system there are a variety of possibilities to consider: (1) nine-weeks, all day; (2) nine-weeks, half days; (3) several terms, all day; (4) several terms, part days; etc. Teachers, in departmental settings must make decisions concerning the appropriateness assigning a particular amount of time to a specific experience.

Administrators - Nine-Weeks Program.

1. Computers will have to play a much larger role in this program than they have in the past. Computerization results in several things: (a) Either on a tri-district, cooperative basis or individually the schools will probably have to hire someone to program and handle the details of data processing; (b) Teachers will have to be educated in what they can and cannot expect the computer to handle; (A lack of knowledge about computers caused Albion teachers and administrators monumental problems the first year they went to a program similar to this.
2. As with the other parts of this program (e.g. tri-district cooperation, extended school year, work-study courses) superintendents and principals will have to carry the bulk of the public relations work with the community. Precisely what form this should take is not prescribed, but the scope of change being suggested in this report would indicate extensive and intensive administration planning before presentation to the public.
3. For teachers to prepare to teach the new, nine-weeks courses they will have to have planning time. If '70-'71 is to be the target year, it will mean course descriptions, and other program planning materials will have to be written by March or April if students are to be registered by May. Administrators will have to determine early in this coming school year: (a) How much time the teachers will need; and (b) Whether to give release classroom time, have more in-service-days; pay teachers for extra hours spent at school or some combination of the above.
4. From the interviews this committee had with representatives of the Albion and Saugatuck systems the committee feels that better teacher morale will result from changing to the nine-weeks system.

5. Albion and Saugatuck have experienced a much lower student drop-out rate since shifting from a semester system. They felt this was due to both the shorter length of the courses and the greater student interest in the new variety and content of course offerings.
6. Administrators as well as counselors will have to take a close look at the format of the student transcripts for colleges and employers. An alteration of the present form might include a couple pages explaining the program (as they have in Albion) plus a more meaningful course description than say "English I."
7. ESY, when implemented, will require more careful hiring of teachers. A moment's reflection should bring the realization that nine-weeks terms, extended school year, tri-district cooperation, etc. will require bright, flexible professionals. Recruiting such people will become a greater challenge.
8. Administrators, counselors and teachers will have to determine the number of registrations there will be. Optimal flexibility for students would dictate registration each nine-weeks but this would have to be weighed against the resultant paper work load and cost of computer time.
9. The additional course offerings, combined with the field-study courses that may be created, will complicate the problem of knowing where the students are, or should be during the day. New and more sophisticated forms will no doubt have to be created to solve this potential problem.

Administrators - Tri-District Cooperation and Extended School Year.

1. Any extensive tri-district cooperation is going to require, we think, coordinated master scheduling for the three schools. Even if cooperation initially is confined to the summer term, a great deal of inter-school administrative planning-teacher scheduling will have to take place.

This will necessitate coordination of at least two and perhaps more in-service days where departments of three high schools can meet and plan together.

2. The subject of authority will also have to be considered. If, for example, an East Lansing teacher is teaching in Okemos with students in his class from Haslett and Okemos or East Lansing, to what system is the teacher responsible? How does the teacher handle discipline problems with a Haslett student? What is to be done with the East Lansing student that misused Okemos equipment? How would the teacher be paid? Would teachers hired into the Haslett system be paid by Haslett even though they taught during the summer in Okemos High School? If they were paid by Okemos, questions would arise in areas such as (a) fringe benefit differences between systems (b) city tax differences; and (c) payroll programming differences between the systems.

3. If the major tri-district cooperation takes place in the summer, there may be the necessity of designating one principal on a rotating basis as the head of the program.

4. Administrators will have to consider the problem of coordinating the length of classes. East Lansing High School currently is on five, seventy-minute periods a day, and Haslett and Okemos have six, fifty-five minute classes per day. This coordination probably would not pose any real difficulty during the summer term, but as inter-district cooperation moved into the other quarters a common course length for the whole year would be desirable.

5. The bussing of students from one system to another would be another area of concern to administrators. The extent of the cooperation would of course dictate the freqency of bus runs. Perhaps during the first

summer program something like twenty-minute breaks will be necessary between classes.

6. The maintenance, cleaning, new construction, etc. that frequently take place during the summer months, would have to be planned differently if the buildings are in use during the summer months.

7. Since many of the courses during a summer program might be of adult interest, some consideration could be given to allowing adults into these areas on a fee basis.

8. It will be necessary to do comprehensive cost projection studies for year-round use of the school buildings. Though it does seem a waste to neglect the schools during the summer, it may well be that it is more expensive,perhaps prohibitively more, to maintain and to use the facilities during summer periods.

9. If we phase into an extensive cooperative situation there will probably have to be a study done to see what each school's per-pupil costs are. These figures would be necessary if we found, for example, that East Lansing students were using Okemos facilities more than the converse. Some "balance of payments" arrangement would likely be required.

10. Administrators should perhaps consider the money savings that might be possible if the three districts were to order materials in common.

11. Teachers and administrators will have to explore the contract questions that will be raised in teaching a summer term. For example: How soon would the contracts have to be signed? Would the pay-scales and fringe benefits be the same as the "regular" school year? (see Appendix B)

12. Policies will have to be established for what constitutes sufficient interest to have a class taught in a subject. It might be necessary to specify the number of students which have to be committed to taking the course before a teacher can be contracted for its instruction.

13. Along this same line, the registration procedure for the summer term will have to be reformulated. It will probably be necessary to hold registration early in the school year so the teachers that have expressed a willingness to teach will know if their services are going to be needed.

14. It is unrealistic to think that students and teachers can function during a summer term in classrooms that are not air conditioned. This might mean the immediate use of the air conditioned middle schools of Okemos and East Lansing for summer term courses.

Administrators - Work-Study Experiences.

1. Administrators will have to be concerned with the school's liability for students on a work-study experience. Current student insurance programs may have to be reviewed and modified.

2. Guidelines will probably have to be established for payment and/or non-payment of students on work-study programs.

3. Guidelines will be necessary for the coordination of these out-of-school experiences. Where tri-district cooperation is involved, the administrators of the three systems will probably need to establish policies in common with one another.

4. Since students in this program will be out of the conventional classroom structure for large portions of the school day, it seems reasonable to assume that new pressures might be made for additional research and study facilities in the high school. For example, if a student was working half days in a nine-weeks term at Potter Park Zoo, he might find it necessary to do research on a related topic during this period in the high school. If you multiply this need by many other students on similar programs and add to it the greater strain nine-weeks courses will put on the library, the need to reconsider the library concept becomes apparent.

Counselors - Nine-Weeks Terms.

1. There is little question that, if ESY is adopted counselors will be more involved than before in the scheduling of students. This will be particularly true if the decision is made to have a new registration at the end of each nine-weeks term. The precise load will, in large measure, be determined by the effectiveness of the registration format (e.g. clarity of registration forms, proper orientation of students, etc.), and the quality of the program developed for the computer.
2. It seems likely that teachers will have to become more involved with the student's selection of courses. It is difficult to believe at this point that counselors will be able to comprehend, for registration, the number of new course offerings, with respect to their content. Saugatuck handeled this situation by setting aside a day where the students could go to the instructor teaching the course, discuss the course with him, and receive approval for final selection. Some system similar to this might warrant counselor and faculty consideration.
3. Counselors as well as administrators will find it more difficult than before to talk to parents about problems that students might be having with a course. Teachers, we feel, will have to play a larger role in this counseling-type of activity.
4. Whether or not this system will prove harmful to the personal, student-counselor relationship over the long run cannot be predicted. There will almost surely be many registration and scheduling problems for all concerned in at least the first year of adoption.
5. Teachers and counselors might wish to consider an academic advisor arrangement where twenty or thirty students would be assigned to a teacher for the whole of his high school experience. Just how extensive this counseling will be, can be determined by the parties involved.

6. Several things noted elsewhere but of significance to counselors include: ((a)Saugatuck and Albion found their drop-out rate decreased after they went to this system; (b) Counselors and administrators will have to revise the transcript forms sent to colleges if the nine-weeks terms and other program modifications are adopted (samples of several of these forms from several systems and other like materials are included as Appendix D). Albion noted that the more detailed breakdown of courses was very well received by the colleges. The admissions officers apparently felt they had a better idea of what the applicant had experienced in high school.

7. It seems advisable to have counselors attend some of the departmental planning sessions. It would help to familiarize them with the curriculum changes taking place. They also could make valuable contributions to the teachers during the planning processes.

8. Counselors will find more college oriented students seeking enrollments in industrial arts, fine arts, physical education, and home economics courses because they will not have to invest a period of a semester or a year in a course. Counselors may also find more "average" students wanting to take the traditionally "tough" courses because they can drop if they do poorly and not lose a year's credit. Counselors then, as well as teachers, will have to take a close, new look at what a college prep, business, or vocational program should look like. Hopefully, additional options will be taken with a view to broadening the high school experience rather than making in just more of the same.

   The ESY committee would hope the "college bound" student would not use his new freedom to take <u>more</u> "college prep" courses.

9. Providing an overall direction to student programs could be much more challenging. For example some subject areas such as English and social studies may require minimal class grouping and sequencing. On this non-graded basis, it would be possible for a student to pack his schedule with social studies courses and be finished with all these requirements by the end of his second year. Guidelines will, no doubt, have to be established to accomodate such potentialities.

10. Another problem needing attention by counselors, teachers and administrators would be the impact of ESY on students entering or leaving the program during the school year. It is difficult at this point to know if the nine-weeks term would be more or less satisfactory than the semester system in this respect.

11. Counselors may be called upon to staff occasional courses particularly in the area of psychology.

Counselors - Extended School Year and Tri-district Cooperation.

1. If a summer term is adopted initially on a tri-district basis, there will be a need for at least one counselor in each of the schools during that term. This possibility raises the interesting question of how students might be assigned to counselors. Would an East Lansing student, for example, be working with counselors at Okemos if he is taking courses there, or would he stay with the East Lansing counselor irrespective of where he had course work? Whatever the resolution of this question there is a need for the counselors of the three schools to work together.

2. If there is any amount of cooperation during the "regular" school year the counselors of the high schools will have to work closely together on class size and other scheduling problems. It may be necessary, in this connection, to designate perhaps on a rotating basis, a coordinator for counselling programs.

3. Once again, it would be to the teachers' and counselors' advantage to work together, at least occasionally in the planning of tri-district courses. This would be true if for no other reason than to get to know some of the teachers in other buildings with whom they may have occasion to work.
4. To provide good overall direction to students, the counselors will have to become very familiar with the mechanics and implications of the five enrollment options presented in the first section. If for example, a student selected a full-time, year-round option for a couple of years, it would mean he would not only graduate early but in the middle of the year, this might then make it easier or more difficult to get into the university of his choice.
5. Counselors, administrators, and teachers may wish to establish and publish before registration a series of basic courses in the major subject areas that will be taught. Students and counselors could then plan on a definite year-round basis.

Counselors - Work-Study Experiences.

1. It would be difficult for counselors, apart from teachers, to advise students whether or not to enroll in work-study courses. More extensive work with parents is certainly indicated.
2. As noted elsewhere in this report, counselors may want to become involved in the coordination of part or all of these programs.

IV. IMPLICATIONS FOR STUDENTS, PARENTS AND COMMUNITY

The major purpose of this Extended School Year study is, and must be, to improve educational opportunities for students in the three school districts. Three distinct, though not mutually exclusive, components of change have been investigated, each of which can be expected to have an impact on students and on the community. The first component of change is a restructuring of the school year by dividing the present two semesters into four terms of approximately nine weeks each and by adding a fifth term of the same length in the summer. Conceivably the school day might be restructured as well. A second component of change, resulting from the first, is a restructuring of the curriculum, primarily by offering courses of nine weeks' duration instead of those of traditional semester length. The third component of change is that of tri-district cooperation -- making educational experiences in each district available to students in other districts.

Changes as extensive as those investigated in this study are a proper concern on the students themselves, their parents, and the community as a whole. The ultimate acceptance by the three groups of any or all of the changes makes it mandatory that their implications be explored and understood thoroughly. In short, effective channels of communication between the schools and these groups must be established where they do not now exist and utilized extensively where they do.

In this section, an attempt will be made to catalogue the benefits

and problems which can be expected to result from the changes cited above as they affect students and the community. Further, existing channels of communication between the schools, the community, and the students will be listed along with suggestions for possible new channels. The information contained in this section is suggestive rather than exhaustive. It is meant to be a point of departure for exploring the extended school year concept as it relates to students, parents, and the community.

Benefits to Students.

The following are some of the more obvious benefits which can be expected to accrue to students as a consequence of changing to an extended school year coupled with the recommended curriculum changes. There has been no attempt to rank them on any scale of values, to indicate their probability of occurrence, or to group them into categories.

Juvenile delinquency resulting from lack of summer employment opportunities and consequent boredom of the student might be reduced by a full-summer educational and recreational program.

Employment opportunities for students who must work to support themselves, supplement family income, or save money for college should be increased under an optional attendance plan that allows students to work during a term other than summer when employment opportunities are scarce.

Nine weeks courses should put less pressure on students than semester courses. Such courses should also make it possible for a student to design a program better suited to his needs, abilities, and interests than is the case under a semester system since course offerings would be significantly expanded.

Guidance services could be provided year-round instead of for nine months only. Students would also have more contact with the guidance department because of the frequency of re-scheduling necessitated by nine-weeks terms.

Motivation should increase when a student has a greater share than he does at present in building his own program suited to his own needs under an expanded curriculum.

A more flexible use of time resulting from nine-weeks terms and changes in the nature of a student's day would make it possible to implement programs to reduce the number of drop outs who are often forced out of school by programs unsuited to their educational and social needs.

Increased motivation, less pressure, better guidance service, expanded employment opportunities, and more flexible scheduling should lead to a reduction in the drop out rate.

Economically or culturally deprived students could gain needed enrichment under a quality summer program.

Nine weeks courses force teachers to define and articulate their goals more clearly. Such courses also force teachers to develop new and, it is to be hoped, better evaluation techniques than those employed under a semester system. These factors should benefit students.

Under a nine-weeks course system students would be able to investigate a wider variety of subject areas than is allowed by a semester system. Conversely, a student could explore a particular field in greater depth than now possible under a semester system.

Educationally and socially mature students would be able to accelerate their progress and complete high school in less than four years and begin college when they are ready for it. Such students could also take advantage of a year-round program and move ahead of traditional grade levels.

The opportunity to take courses in one of the other districts and to use facilities not offered in his own district would obviously expand the student's educational opportunities.

Members of the ESY study committee interviewed administrators, teachers, and students in the Troy, Albion, and Saugatuck school districts

to assess, among other things, the beneficial effects on students from new programs instituted in the high schools of these districts. The innovations included modular-flexible scheduling at Troy, a six-week unit step program at Albion, and a quarter system at Saugatuck. The following are benefits to students mentioned in these interviews.

Troy: Teachers were forced to improve their presentations and to develop a rationale for large-group activities. It became possible to identify students who did not function well in the regular school program and to develop a program (sensitivity training) for them. The English department was led to develop non-graded programs. Former Troy students in college said that the program taught them how to use their time effectively. It led some students to try college who might not otherwise have gone.

Albion: Student discipline improved. It became easier for drop outs to return to school. Changes in testing occurred: e.g., more quizzes were given and a greater variety of student activities were evaluated. Student interest, including interest among low achievers, increased. Students wanted to take more courses. Students had opportunities to come into contact with more teachers.

Saugatuck: There was a great deal of positive feedback from students throughout the year and practically no negative feedback. Course objectives were more clearly spelled out by teachers. Circulation in the school library tripled.

Problems for Students.

Resistance to change is the most predictable problem likely to occur. Quite simply, students, like other people, can be upset by or are prejudiced against breaks in established routine.

Family moves requiring transfers to districts with a traditional curriculum or schedule could cause some stress to students. Students at present do transfer to schools with dissimilar programs, however, and they do manage to make the transition, unpleasant though it may be.

Student transcripts sent to colleges could cause some difficulties since they would reflect a revised curriculum of classes of varying lengths coupled with new evaluation techniques. This would at least necessitate a new type of evaluation form.

There could be an initial period of confusion for students when new schedules and programs are put into effect. A thorough and extensive orientation program would be a necessity in order to prevent or at least reduce this possibility.

Under any system that allows students greater freedom than they have previously enjoyed, their behavior is likely to get worse before it improves.

Students taking courses in districts other than their own may find it difficult to adjust to differing rules or codes of conduct. They may also be confronted with grading or credit systems different from

those in their own schools. Also, use of books or materials for these students might raise problems concerning different schedules of book or laboratory fees.

Problems for students created by the introduction of new programs at Troy, Albion, and Saugatuck high schools are as follows:

Troy: Slow students did not work well in large groups. They did, however, function well in small groups. There was a near breakdown in attendance procedures at first, but this was later remedied. Although a special course was developed for those students who did not function well in the program, it included only fifty of 200 such students. Attempts to build a "school within a school" to meet the various needs of all 200 of these students were unsuccessful.

Albion: There was a period of confusion at first, probably because the program was instituted very rapidly. Scheduling caused such problems that students are now scheduled once for the entire year. Teacher approval was used as a basis for admitting students to courses but did not work out because teachers were reluctant to refuse students. As a result, a new procedure was adopted which involves students, counselors, and parents. A new reporting system for grades caused confusion because report cards designated courses by number instead of by name.

Saugatuck: Some students were disenchanted with the new program at first and found it confusing. This worked itself out as they became more sophisticated at scheduling themselves. Many students were not ready to accept new evaluation procedures.

The following two sections on benefits and problems for the community, like those concerning students, are hardly exhaustive in scope. They too

are suggestive and obvious and do not include any of the subtle considerations which may be hidden in the complex structure of a reorganized school year.

Benefits to the Community.

Several items which were included under benefits to students, such as a reduction in delinquency and greater employment opportunities for students, should be beneficial to the community as well as to students.

Economic benefits would result from rescheduling, which should result in a saving of teacher and student time as well as classroom space. School facilities would be used year-round, making more efficient use of tax monies. A more complete educational program than is now offered would result in a more extended use of present facilities. Allowing students to take courses or use facilities at schools other than their own could result in future financial savings by avoiding duplication of expensive programs or facilities.

A program that more adequately meets the needs, desires, and abilities of students than is currently the case should result in less disruptive behavior outside of school and less friction between students and parents.

Vacation time would not be tied to the school calendar under an optional attendance system which would allow families to take vacations when they desired. This would be especially beneficial where the head of the family has a seasonal occupation which does not permit a summer vacation. Employers as well as families should benefit from such an arrangement.

Problems for the Community.

Resistance to change, as is the case with students, is probably the most serious problem with parents and the community at large.

No matter what type of program is introduced, costs will increase at first, even though facilities, time, and staff may be used more efficiently. Research and planning, year-round operation of schools, and additional services of staff and other personnel will be among the reasons for an increase in costs. Obviously, there will be resistance in the community to any increase in costs even when accompanied by improvements in program.

Complete summer programs in the schools will likely conflict with established vacation programs of other social agencies such as churches, which could be a serious problem.

A mandated extended school year program would conflict with existing family vacation patterns. However, no such mandated program is being considered in this study.

Preparation and Orientation.

Because of the far-reaching nature of the changes being considered in this study, careful preparation and orientation of students and the communities involved will be necessary. The following sections will examine existing channels of communication between the schools and the communities and between the schools and the students in the three districts. It will also give accounts of experiences in this area in the Troy, Albion, and Saugatuck school districts, which may be of some value in planning a strategy for implementation for new programs in the East Lansing, Haslett, and Okemos school districts.

Existing Channels of Communication between the Schools and the Community.

East Lansing:

1. "Spotlight on Education" is a school newsletter which is published four or five times a year and is sent to all parents;
2. PTA organizations exist in each elementary school;
3. Middle School Council is an organization similar to the PTA;
4. The Trojan Triangle is a high school organization composed of parents, students, and teachers, which acts as a sounding board for new ideas;
5. School District Council is composed of representatives from the other school organizations; and
6. Coffee seminars are held monthly in the high school and are open to all interested parties.

In addition to these formal structures, a variety of other communications channels are utilized. Some individual schools send out their own newsletters, flyers are sent home with students, and special school mailings are used on occasion. Parent-teacher conferences are held in

the elementary schools on a regular basis and are scheduled by appointment in the secondary schools. A public information officer is employed on a half-time basis, and the local news media are utilized extensively. Special questionnaires have been sent to parents concerning such issues as the middle school and millage campaigns. Parents serve on special committees, such as the committee on sex education, and have taken part in millage campaigns.

Haslett:

1. A school newsletter is mailed to parents five times a year;
2. PTA organizations exist at all of the elementary schools, and one elementary, Murphy, has a Mothers' Club;
3. Elementary parent-teacher conferences are held twice a year, and formal parent-teacher conferences are held on a regular basis in the secondary schools;
4. Citizen committees are organized for bond and millage issues to publicize and explain each issue; and
5. Evening meetings are held to explain to parents such milestones in the students' programs as the introduction of sex education (i.e., the films are shown to the parents), the fifth grade winter camp program, the junior high phasing system, and the opportunities of the high school curriculum.

In addition to these channels of communications, there are special organizations, such as the high school Band Boosters and Athletic Boosters. A school calendar is mailed to parents. Special postcard mailings are used, and flyers are sent home with students to communicate

school information and occasionally general information, such as a reiteration of the township dog control laws after a series of dog bites during recess. Current announcements are broadcast at the well-attended athletic contests. The local news media, particularly the Towne Courier, and the radio and television stations are utilized. Public meetings are held for special issues such as the building program.

Okemos:

1. A monthly "School Report" is sent to all families in the district; and
2. PTA organizations are active in all of the elementary schools and the middle school.

The Music Patrons, Athletic Boosters, and OAKS athletic programs are additional programs for community envolvement in the schools. Open forums, such as the recent one on drug addiction, are held, and parents are involved in the planning. Parents have also been involved in curriculum studies and have served on committees dealing with such topics as school finance. Special public meetings are called to consider topics such as school board loans. School board meetings have been held in the various schools in an attempt to improve public attendance. Groups of parents have been invited to the high school for special luncheons with the principal and to observe and discuss school operations.

Implementations of new Programs in the Troy, Albion, and Saugatuck School Districts.

A minimal amount of time and energy was expended in the Saugatuck district to inform and orient the community to the quarter system put into effect there.

A single article, which was a "matter of fact" report on the proposed change and played down its newness and differences, appeared in the local newspaper in the spring prior to the adoption of the program in the fall. Students were the main source of communication to the parents. The community was embroiled in an elementary school controversy at this time, however, which deflected attention from the high school.

In Albion the superintendent was bypassed, and the principal went directly to the school board for approval of the six-week unit step program introduced in that district. Some, but not much, information was presented to the community through newspaper articles and radio broadcasts. Information was also sent home with students. There is opposition to the program within the school board and within the community, much of it of an indirect nature.

Troy used a more extensive program to inform and orient the community to the proposed flexible-modular schedule and accompanying curriculum changes. Action to initiate the program in the fall began the preceding January. A citizens' action committee was formed to promote the program in the community, and special meetings with parents of the high school students were held. These were organized on a grade basis (i.e., 12th grade parents met on one night and 11th grade on another night, etc.) These meetings were open to the whole communtiy. Meetings with small groups of parents were also held. Parents continue to be involved in the program. Opposition did arise in the community which was directed at certain programs in the high school but not at flexible-modular scheduling. Parents organized a committee to support the program which was successful in electing a majority supporting its views to the school board. Parents are used in the schools to guide visitors and explain the program to them. Polls taken in the

community have indicated that 75 percent of the people in the community are in favor of modular scheduling and attendant curriculum innovations.

Implementations of the ESY Program in East Lansing, Haslett, and Okemos.

Administrators in these three districts who have been interviewed in connection with this study have been unanimous in insisting that the communtiy must be involved in all phases of the implementation that would follow school approval of any or all of the changes that may be adopted as a result of this study. The nature of these communities would rule out such limited efforts as were made in Saugatuck and Albion.

The community ideally should take an active part in studying, implementing, and evaluating new programs. It should be informed continuously of the progress of these programs through the existing channels of communciation. New communication mechanisms should be created where and when there are needs for them. For example, if tri-district cooperation on a significant scale becomes a reality, a tri-district newsletter could be initiated or a joint publication of one or more issues or part of issues of existing newsletters could be published. Some sort of tri-district parents' council could be created to deal with matters of joint concern.

Whether the schools approach implementation of new programs or a restructuring of the school year collectively or individually, there seems to be no question of excluding any segment of the community from information about or participation in implementation of such changes.

Existing Channels of Communication between Schools and Students.

East Lansing:

1. Student Council and class governments: These bodies are currently undergoing a process of change. The result of this change may be

a joint council of faculty and student members which will recommend changes in policies, procedures, and programs and which will also deal with student grievances. A set of grievance procedures for students is now being written;

2. Student Council Leadership: Class time during the school day is set aside for council members to carry on council activities such as committee meetings and studies;
3. Policy Committee: This is composed of students and faculty members;
4. Publications include a school newspaper and a sanctioned "underground" student paper. Every student receives a copy of the school catalogue; and
5. Student Handbook: This is not being printed this year and will be replaced by a report being prepared by the policy committee. This committee will write a new student-teacher-administration handbook.

In addition to the channels of communication listed above, East Lansing High School has regular counseling services available on a full time basis and individual student-teacher relationships can be pursued during teacher preparation hours and before and after school. E.L.H.S. also has the traditional assortment of clubs and service organizations and a school bulletin, and assemblies are used to communicate with students in a declarative manner. Some teachers and departments encourage their students to elect representatives who then meet with these teachers or departments. Students are invited to attend and participate in some departmental meetings. "Hyde Park" discussions are held on an ad hoc basis, as are open student meetings,

to air grievances and discuss problems. The students operate and maintain a lounge under a committee appointed by the student council. New policies and structures being developed should make it relatively easy for students to be involved in curriculum studies and decisions.

Haslett:

Formal structures of school-student communication at Haslett High School include a student council, class governments, a school newspaper and magazine, and a student handbook. Selected members of the student council also represent H.H.S. on the Capitol Circuit Council, which is a representative body composed of delegates from all schools in the Capitol Circuit League. A small number of student clubs are also active.

Assemblies and letters sent to families are one-way communication channels employed by the school. There are the usual counseling services and opportunities for individual student-teacher relationships. Students were involved in a limited way in the selection of a high school principal in the past school year. Students initiated a relatively successful drive to institute an open campus, working in part but not entirely through the Student Council. A student sits on the Athletic Board and participates in its activities in an advisory manner. A student from Haslett participates in the ESY study.

Okemos:

1. Student Parliament: This body has been relatively ineffective in the past, but an active election campaign last spring and the selection of a dynamic president gave some promise that this body may become an important avenue of communications between the students and the school;

2. Student Center Governing Board: This body exercises administrative and judicial functions in the operation of a student center. Its members are elected on an at-large basis by the student body;
3. School newspaper: The paper is published weekly;
4. Student Handbook: The handbook is being dropped this year and will be replaced by a letter which will be sent to students and parents and will contain information about such matters as the school calendar, the school day, and parking privileges; and
5. Course catalogue: These are available in the counseling center and are not distributed to students.

Clubs, counseling services, and opportunities for student-teacher relationships round out the formal structure at Okemos High School. As in Haslett, Okemos has a representative on the Capitol Circuit. Council. O.H.S. communicates various items, such as changes in the school day, through letters and student assemblies. The principal and assistant principal call informal meetings from time to time with students who are considered spokesmen of various segments of the students. These "spokesmen" are identified by counselors, coaches, teachers, or other students. Students were actively involved in the selection of a high school principal two years ago, and two Okemos students are now active on the ESY committee. Students have been encouraged to suggest the kinds of courses they would like to see, and this has resulted in the addition of eight new courses to the curriculum.

Student Government in the Implementation of New Progrmams.

Students at Saugatuck and Albion High Schools were involved only in a limited way with the institution of new programs in their schools. In both schools, the involvement was generally passive. Students were informed formally in assemblies and informally through classroom discussion with teachers about the proposed

changes. In Saugatuck, students were asked to select twenty courses from a catalogue prepared by the faculty. This information was compiled, and course offerings were based on it. A similar technique was used at Albion. In Troy students met with teachers and administrators individually and in groups for a period of six months to discuss proposed changes before they were put into effect.

Possible Student Participation at East Lansing, Haslett, and Okemos High Schools.

It would be unrealistic to suppose that the anticipated changes being studied by the ESY committee can be successfully imposed on the student bodies of the three high schools. Students today are demanding and assuming a more active voice in their own education. This trend is likely to intensify in the coming years.

It is evident from the preceding brief surveys of school-student communications that students in all three districts have moved into areas of responsibility hitherto closed to them, such as helping to choose administrators, helping to set policies, and being responsible for their own centers and lounges.

The machinery is already in motion to give students a greater role in determining the conditions for their own education, which should make it a relatively easy matter to involve them in the consideration and implementation of any of the components of the extended school year in any or all of these districts. Indeed, students from all three high school have been involved in this study on a responsible basis since its inception.

For the most part, since channels of communications are already open and

precedents in student involvement have already been established, few new instrumentalities need be added.

If tri-district cooperation becomes a reality, a tri-district council would be a possibility. Tri-district student publications are another such possibility and deserve careful consideration. The students who have been participating in this study are a logical nucleus to use for further student involvement.

The Saugatuck, Albion, and Troy experiences, while valuable, seem to be too narrow in scope. Students properly ought to be involved at all stages in the development and implementation of any new programs which are designed for them.

V. Logistical Implications

State Aid.

The current State School Aid Act, Number 22 of the Public Acts of 1969, does not make special provisions for school districts operating an extended school year program.

If several sections of the Act are not revised, districts participating in an extended school year will lose funds for which they are currently eligible. For example:

1. The present count day for determining pupil membership is the fourth Friday following Labor Day. Adherance to this date would prevent school districts from receiving aid for students out of school during the fall term.

2. Because students exercise an option in selecting a term for vacation, it becomes quite possible for a student to be enrolled for less than 180 days during one school year and more than 180 days the preceding or following year. The district would be penalized for his attending less than 180 days one year, but would receive no additional aid for his attending more than 180 days the second year.

3. One option a student might select is to spread his academic year over five terms thus carrying a reduced load each term. Under the current Act this student would be considered in part time attendance and the school district would receive aid for only 4/5 of the student's attendance although the district supplied that student with a full year of academic credit.

Curricular Requirements.

The State of Michigan requires that students pass one semester of American

government and that health and physical education be offered in Michigan high schools. These are Michigan's major legal curricular requirements and will pose no problems to the implementation and operation of the extended school year program. In addition to the major requirements, the state specifies that students will be educated covering 1) Physiology and Hygiene; 2) alcohol, tobacco and drugs; and 3) the humane treatment of animals.

Labor Laws and Liability.

One phase of the extended school year proposal which might have legal implications is the work-study experience. Two possible areas for concern are child labor laws and legal liability.

The school districts should experience few if any problems with state laws affecting juvenile employment. Staff members having responsibility in this area should study bulletins L51, L52, and L76 which can be obtained from: The Bureau of Safety and Regulation, 300 East Michigan Avenue, Lansing, Michigan.

The existing insurance policies in each school district cover all suits arising from student liability even if the suits result from student activities off school property.

The addition of a wide variety of work-study experiences will neither put the school districts in a more perilous position nor increase the existing insurance premium. It is also expected that most, if not all, sources of work-study experiences will have their own liability coverage.

Michigan High School Athletic Association.

There is a need to consider the Michigan High School Athletic Association and how its regulations implicate students and coaches

participating in an extended school year. Some potential problem areas are as follows:

1. Because the Association's regulations are based on the semester concept and the proposed extended school year consists of five nine weeks terms, it is essential that a means of reconciling the two be found. Failure to do this may result in a variety of problems dealing with athletic eligibility.

2. Classification of Michigan high schools (A, B, C, or D) is based on enrollment as reported on the fourth Friday of the school year. This regulation assumes school districts have established a starting date for the school year. Because of this, school districts operating on an extended school year would have to decide which would be the first term, and also devise a method of obtaining an accurate count of the students choosing not to enroll for that term. This could might be required by the Association in an attempt to establish total enrollment for the determination of appropriate "class".

Upon completion of this proposal, the Association asks that the school districts submit a written outline of the plans to the Executive Committee for approval. In the past the Association has not hindered innovations in Michigan school districts, and there is no need to expect a change in that practice.

Accreditation.

Because the majority of high school graduates in the three districts enroll in colleges and universities, it is important that each district maintain proper accreditation.

The North Central Association of Secondary Schools and Colleges has never been a major obstacle to innovation as long as the school district can provide a rationale for making the changes. A consultant from the State Department of Education expressed confidence that the Association would approve all phases of the Extended School Year proposal. For these reasons, school districts operating on an extended school year should have very little difficulty obtaining proper accreditation.

Other Legal Problems.

A quick review, by a layman, of the State Code indicates several potential problem areas. Legal assistance should be used in seeking answers to the questions which are raised below:

Page 263, Chapter 29, Teachers' Institutes. Also, see page 1015-1020, R 340.15

With an extended school year, and not all teachers present at any given time of the year, might it not be necessary to have more than one institute per year in order to accomodate all teachers?

Page 352, 38.83, Sec. 3, Teacher Tenure, notice to teacher.

This section states "At least 60 days before the close of the school year the controlling board shall provide the probationary teacher with a definite written statement as to whether or not his work has been satisfactory." Would this mean 60 days prior to the close of the school year, as it states, or 60 days prior to the end of the teacher's yearly teaching assignment? Might it not be necessary to have two or more notification dates?

Page 624, 388.622, Computation of Membership; appropriation for special education programs. Also, see page 1011, R 340.1

Two dates (4th Friday following Labor Day and December 15th) are used in computing membership for reimbursement under special education

programs. If these two dates are adhered to, it is conceivable under the extended year program there would be a conflict as to getting a proper, and accurate child count. It seems another system would have to be devised to reimburse a school district fully under this program. How will districts be reimbursed for students electing the fifth (summer) term instead of the fall term?

Page 626, 388.623 (e), Court placed children.

Under this provision a child placed in a home within a school district by a court order shall be reimbursed at the rate of 1 1/2 times the normal State Aid rate for him. This is based on days of attendance, etc., as of April 1 of each school year. Under the extended year plan might it not be necessary to change the April 1st accounting date to insure a more equitable reimbursement?

Page 633, 388.645, Payment of tuition.

Accoring to this section "no school district shall be allotted or paid any sum under the provisions of this act after April 1 of each year unless the district pays the legal amount of tuition for tuition pupils on or before such date to the school districts in which the tuition pupils are in school membership on the preceeding fourth Friday following Labor Day of each year, and has certified such fact to the superintendent of public instruction." Is it conceivable that this could cause some conflict if some of these tuition students were not enrolled in school by the fourth Friday following Labor Day under the new extended school year plan?

Page 1011, Pupil membership count for State Aid, R 340.1.

Presently, all children must be counted on the fourth Friday following Labor Day, and the school receives State Aid on this number regardless of how many might enroll following that date. Does not the extended school year plan require some adjustment to be made in the accounting system to insure that a school district would get an accurate membership count for the year?

Page 1015-1020, R 340.14, School Days.

Accoring to this regulation each school district is required to have 180 days of school per year or have each day under that amount deducted from their State Aid as two days lost (1/90). A school day is considered as one in which teachers and pupils are scheduled to be present and at least 60 percent of the total pupil membership of a district is in session on that particular day. Will having a high number of students out of school in the same term endanger state aid payments under the 60 percent rule (especially when added to regular absentees or students dismissed for teacher conferences?)

Page 1025, R 340.81, Enrollment; participation in interscholastic athletics.

Conflict could arise in the case of a basketball player for instance, because the regulation reads: "A student must be enrolled in a high school not later than Monday of the fourth week of the semester in which he competes." How will term enrollments affect his eligibility?

Page 1025, R 340.84, Seasons of Athletic Competition.

Under this provision, "no student, while enrolled in a four year high school, shall be eligible to compete for more than four seasons in either first or second semester athletics." Under the extended school

year plan there would no longer be semesters, but rather, terms. Will this cause conflict?

Page 1025, R 340.85, Semesters of Enrollment.

This regulation prohibits a boy from participating in interscholastic athletics who has been enrolled in a four year high school for more than eight semesters. Again, with no semesters, only terms, will this create a real problem?

Page 1026, R 340.87, Previous Semester Record.

A student must have successfully completed fifteen hours of work in his previous semester to be eligible for athletic competition. With no semesters, would term hours now apply?

Page 1026, R 340.88 Current Semester Record.

Requires a student to be successfully carrying fifteen semester hours of work seven days prior to the contest. Again, would term hours now apply?

Page 1026, R 340.89, Transfers.

"A student who transfers from one high school to another high school is ineligible to participate in any interscholastic athletic contest for one full semester in which he transfers, unless his parent, parents, guardian, or other persons with whom he has been living during this period of his last high school enrollment, have moved into the school district or school's service area. How would this regulation apply to a boy who would transfer into a school that is on the extended school year, and term program?

Page 1051, R 340.274, Allowance For Transportation Operation. Page 1052, R 340.279, Reporting of Children: Transportation.

How will the State grant allowances for operation of transportation on a mileage basis for a school on the extended school year plan? As, is obvious, a school on such a plan would run up a lot more miles per year in transporting its students; the same total number of students, in the eyes of the State, as on the semester program. Also, how would a school district be able to get an accurate count for transportation reimbursement when they must submit their maps, for count and reimbursement, by November 15th of each school year, when many students would not be in attendance under the extended year plan?

Page 1301, R 390.926, Deadline dates; State Competitive Scholarships.

Rule 6. "An applicant is eligible for a scholarship only if he or she meets all of the deadline dates established by the authority as determined by postmark date on any communication. In individual hardship cases, the authority may waive a deadline date." These deadline dates are set up on the premise that all schools of the state are operating on a semester basis. This fact would cause some problems for students and counselors in schools on a term basis due to part of the students not being in school at all times of which is considered to be a "normal school year." Can waivers be received under the "hardship" provision?

Cost Implications.

The financing of the extended school year program should be of major concern to all, for without proper funding only limited success can be realized. Although the purpose of the extended school year is not be save money, one must keep in mind that some phases of the program will inadvertantly prove economical. Savings might result from: (a) a diffusion of students throughout the school year, and (b) cooperative enrollments to increase the size of current marginal classes.

An attempt will be made to project the cost of implementing and operating all aspects of the proposal. These estimates will not reflect increases due to inflation or to a rise in student enrollment. Many of the projected costs are in a 3:2:1 ratio because this is the approximate ratio of the high school enrollments of East Lansing, Okemos, and Haslett respectively.

It must be stressed that most of the projected costs are for operation of the Extended School Year program and will occur yearly. The only costs which would not totally reoccur are those of initial planning time for staff, and the addition of new facilities. Some slight decrease in the cost of data processing and instructional materials might occur after the first year.

The extended school year proposal could be likened to a package containing several smaller packets. Attempting to put a price tag on the total package would be very difficult due to the many variables within each packet. Because of this and the possibility that school district may not wish to implement all packets, the cost of each packet will be approximated and later an attempt will be made to combine these into a variety of packages.

For the above mentioned reasons, the proposal will be divided into the following packets: (a) Reduction of most one and two semester courses into nine-week segments, (b) Adoption of flexible scheduling (c) Implementation of a wide variety of work-study experiences, (d) Addition of a fifth nine-week term containing a comprehensive offering of courses, (3) tri-district cooperation. It must be emphasized that all costs are

susceptible to several factors which may cause fluctuation. However, some costs can be predicted with some reliability and will be referred to as "fixed" costs, with the others designated as "variable".

Nine-Weeks Courses.

School districts wishing to offer courses of this length will have four basic cost implications, two of which may be considered fixed and two others variable. The four cost factors and descriptions of each are listed below, with the fixed preceding the variable.

1. Instructional materials. Basing estimates on experiences of other school districts, it can be predicted that the instructional materials cost will be ten to twenty percent above current expenditures. This added expense is due to: (a) an increase in the use of supplemental materials such as paperback books and reprints, (b) the implementation of new courses needing new materials, and (c) an increase in duplicating materials. This item could prove to be variable if, as in Albion, students are required to purchase much of the new paperback materials.

2. Data Processing. The increase in computer time results from having four separate student registrations and additional schedulings. This would at least triple the present cost; however, this cost could be reduced considerably by having just one registration each year and developing the entire year's schedule from the results of that registration. The latter course is best economically, but poorest educationally.

3. Release time for staff. It is recommended that school districts provide their staffs with a minimum of six to eight days release time for the purposes of orientation to the proposal, curriculum development, ordering of materials, etc. This is considered a variable cost because of the possibility that some school districts might be able to supply most or all of this time at no additional cost in dollars. This could be done by using existing inservice days, pre-school orientation days, etc.

4. Library facilities. As the curriculum diversifies and becomes more research oriented, school districts may find it necessary to increase the content and floor space of their libraries.

Table I. Estimate of Cost Increases for Implementation of Nine-Week Courses

Item	East Lansing	Okemos	Haslett
Instructional Materials	$10,000	$7,500	$5,000
Data Processing*	3,000	2,000	1,000
Total Fixed	$13,000	$9,500	$6,000
Variable			
Staff release time	6-8 days per member		
Library facilities	Recommended minimum of $2.00/student		

*Basic cost increase is in the number of times students are scheduled. Albion, with nine weeks terms, experienced an increase equal to $1.50/student. Data processing costs are increases to be added to existing D.P. expenditures.

Flexible Scheduling.[1]

There are four basic cost factors to consider when implementing flexible scheduling, all of which chould be considered variable and

1 For more complete detail on flexible scheduling, see Appendix C.

optional. Because of this, a school district could implement a minimal amount of flexible scheduling with little or no additional cost. The four areas of possible cost are as follows:

1. Data processing. There would be no increase in computer time unless a great deal of flexibility was desired. However, as schedule flexibility increases there will be a greater demand on the time of those administrators in charge of scheduling and this could become a hidden cost factor.

2. Release time for staff. School districts should consider alloting time for their staffs to become acquainted with the ramifications of flexible scheduling and its implications on their courses.

3. Instructional materials. If this innovation results in some large group instruction, it may be necessary to purchase additional audio-visual equipment and materials. Added attention to independent study activities under flexible schedules.

4. Additional facilities. If the school districts implement the type of flexible scheduling which opens up blocks of free time for students, it may be necessary to establish or enlarge such facilities as student lounges, snack bars, study areas, etc.

Table 2. Cost of Flexible Scheduling

Item	East Lansing	Okemos	Haslett
Data Processing*	$3,375.	$2,250.	$1,125.
Release time for staff	1-2 days for each member		
Instructional materials	Highly variable		
Additional facilities	Highly variable		

*See Appendix C for more detail.

Work-Study Experiences.

The only fixed expense is the need for hire someone to coordinate the work-study programs. Transportation is a variable expense in that a school district may choose to supply all, some, or none of it. In practice, only transportation to the Area Skills Center is likely to be provided.

Table 3. Cost of Work-Study Proposal

Item	East Lansing	Okemos	Haslett
Coordinator	$6,000	$4,000	$2,000
Secretarial and office expenses	4,500	3,000	1,500
Total Fixed	$10,500	$7,000	$3,000
Transportation	Highly variable		

It is expected that teachers' roles will change as they work with outside resource personnel. Unless teachers play this role, many more than one coordinator will be required. In order for teachers to accept the role without adding cost, it seems that some form of flexible scheduling will be required to provide time for the task.

Addition of a fifth term.

This is possibly the most expensive phase of the extended school year proposal. It is this packet that "extends" the school year beyond the current calendar and opens the wide variety of student options deemed so important by the proposal. This addition also seems to complement

the other innovations and allows their full exploitation.

The basic fixed costs are as follows:

1. Insurance. The only rate change that a district will probably experience is that of their automotive fleet policy. The increase should be approximately ten to fifteen percent above the present premium.

2. Electricity. Districts can expect a nominal increase in electrical costs if they increase the number of air conditioned facilities. A minimal increase might be expected due to the added summer use of electrical apparatus and classroom lighting.

3. Transportation. Because transportation costs are so closely tied to student enrollment, it is quite difficult to make a projection. However, districts might prepare for an increase of five to ten per cent over present transportation expenditures.

4. Maintenance. Maintenance of the school plant will probably show a moderate increase in cost beyond that of hiring more custodial help. Two reasons for this would be an added wear and tear on buildings due to steady use and a possibility of having only weekends and evenings to do major cleaning and repair, thus requiring overtime pay. The costs listed are based on the use of twenty five percent of the classrooms and the hiring of students to work part time in cleaning those rooms.

5. Instructional materials. The addition of a fifth term will necessitate additional instructional materials. Approximate costs are $2.00 for each student attending all five terms. This is in addition to costs estimated in Table I.

6. Data processing. A district can estimate the cost of computer time by multiplying $2.75 times the number of students planning to enroll for all five terms and adding 2.25 times the number of students enrolling for four of the five terms.

7. Increase in professional staff. The addition of the fifth term will necessitate an increase in staff numbers and/or extended contracts for some members of the present staffs. At the onset the hiring of additional personnel may not be necessary due to the desire of a sufficient number of teachers, counselors, and librarians on the present staffs to be contracted for a larger portion of the school year. The cost increase assumes the pupil-teacher ratio to be about 20:1 and a salary of $2500 per teacher per term. It must again be emphasized that these cost increases should be balanced against savings due to: (a) a possible reduction in staff size due to the diffusion of students throughout the school year and (b) students graduating early due to enrolling for five terms each year.

8. Air Conditioning. It is imperative that each school district operating on an extended school year make provisions for air conditioned facilities. The use of air conditioned middle school facilities in East Lansing and Okemos plus the air conditioned sections of East Lansing High School should temporarily provide these school districts with sufficient facilities. It is recommended that Haslett School District include air conditioning in their plans for a new high school. Okemos may find it necessary to air condition one of their high school buildings due to a lack of facilities at Kinawa Middle School.

All costs in the following table are based on 15-25% student enrollment during the fifth term.

Table 4. Estimated Costs, Exclusive of Salaries, For Adding a Fifth Term

Item	East Lansing	Okemos	Haslett
Insurance	$ 250.	$ 350.	$ 150.
Electricity	200.	500.	100.
Transportation	6,000.	10,000.	4,000.
Maintenance	1,500.	1,000.	500.
Instructional materials	1,500.	1,000.	500.
Data Processing	750.	500.	250.
Air Conditioning	-0-	?	?
	$10,200.	$13,450.	$5,500.

Table 5. Estimated Personnel Costs of Adding a Fifth Term

Conditions	East Lansing	Okemos	Haslett
1. a. No change in State Aid Formula*			
b. 100 percent effective "fit"**			
c. No change in class size	$63,900.	$50,600.	$35,000.
2. a. Change to a proportionate State Aid			
b. 100 percent effective "fit"			
c. No change in class size	-0-	-0-	-0-
3. a. Change to a proportionate state aid			
b. 50 percent effective "fit"***			
c. $9,000 average salary			
d. No change in class size	16,875.	11,250.	5,675.

Table 5 - Continued

Conditions	East Lansing	Okemos	Haslett
4. a. Change to a proportionate State Aid b. 100 percent effective "fit" c. No change in class size d. 10 percent of students electing to accelerate	8,875.	4,750.	1,275.
5. a. Change to a proportionate State Aid b. 50 percent effective "fit" c. No change in class size d. 10 percent of students electing to accelerate	25,750.	16,000.	6,850.

---

* Current State Aid Formula, with its stipulation of the "Fourth Friday Count" would cause each district to lose state aid for those students electing to be out of school during the fall term.

** "Fit" refers to the match of student elected options and teacher elected options. With a 100 percent effective "fit", the percentage of students electing to be out of school during a given term, would equal the percentage of teachers electing to be out of school the same term.

*** 50 percent effective "fit" assumes that it would be necessary to employ additional staff to accomodate the student elected options that did not match teacher elected options -- in this case, one-half the required staff would come from matched teacher options and one-half the needed staff would be employed on a five term contract or secured from outside existing staffs.

It is very difficult to estimate the funds needed for the cooperative effort. However, it is predicted that transportation and computer time may be two areas requiring additional funds.

Table 6. Costs for Tri-District Cooperation

Item	East Lansing	Okemos	Haslett
Transportation	Highly variable		
Data Processing	Highly variable		

Summary of Cost Estimates.

An attempt has been made to combine the "packets" into a variety of larger "packages". Three packages, which vary in degree of change, will be described and their approximate costs given.

A. An extended school year having minimal innovations.

Item	COST		
	East Lansing	Okemos	Haslett
1. Nine-week courses (limited diversification of curriculum, and only one student registration per year)	$10,000.	$7,500.	$5,000.
2. Minimal flexible scheduling	-0-	-0-	-0-
3. Addition of a fifth term[a]	16,875.	11,250.	5,675.
Total Cost[b]	$26,875.	$18,750	$10,675.

a. Assumes Personnel Cost Option #3 from Table 5.
b. Does not include the cost of released time for professional personnel.

B. An extended school year having moderate innovations.

Item	COST		
	East Lansing	Okemos	Haslett
1. Nine-week courses (diversified curriculum)	$13,000.	$ 9,500	$ 6,000.
2. Moderate flexible scheduling (five registrations per year)	2,250.	1,500.	750.
3. Work-study experiences (limited to coordination)	10,500.	7,000.	3,500.
4. Addition of a fifth term[a]	16,875.	11,250.	5,675.
5. Tri-District Cooperation	6,000.	4,000.	2,000.
Total Cost[b]	$48,625.	$33,250.	$17,925.

a. Assumes Personnel Cost Option #3 from Table 5.
b. Does not include the cost of released time for professional personnel.

C. An extended school year having comprehensive innovations.

Item	COST		
	East Lansing	Okemos	Haslett
1. Nine-week courses (diversified curriculum and five student registrations per year)	$13,000.	$9,500.	$ 6,000.
2. Maximum flexibility in scheduling	3,375.	2,250.	1,125.
3. Work-study experiences (unlimited)[c]	60,000.	40,000.	20,000.
4. Addition of a fifth term[a]	16,875.	11,250.	5,675.
5. Tri-district cooperation during all five terms (Transportation and purchased services)	21,000.	14,000.	7,000.
6. Additional facilities[d] (Student center, audio-visual tutorial center, and and facilities necessitated by diversification of the curriculum)	?	?	?
Total Cost	$114,250.+	$77,000.+	$39,300.+

C (Continued)

a. Assumes Personnel Cost Option #3 from Table 5.
b. Does not include release time for professional personnel.
c. Includes a tri-district coordinator for each of 10 subject areas.
d. Costs of facilities cannot be determined without professional determination and assessment of need.

Facilities

In this attempt to survey the secondary school facilities of East Lansing, Haslett and Okemos, several categories of rooms were identified in order to describe the specific areas that exist in the various structures. First, an attempt was made to identify classrooms where characteristics made them distinctly different. In most cases, rooms have been designed for a particular curricular area.

An example would be a science laboratory or a wood and metal shop. In both cases, use is restricted by the equipment contained in the areas. After identifying the special classrooms, other rooms were then classified as "regular classrooms". In the majority of cases, these were the typical box-shaped rooms in which seating and blackboard space was available. Their size, of course, varied from school to school and from area to area.

Although the feasibility study is primarily concerned with year-round instruction at the senior high level, the study did take into consideration the middle schools located in each of the districts. Is is apparent that these facilities could be utilized, particularily in the summer months, if the middle schools were not on an extended school year plan.

Still another category of rooms included in this study is one labeled "special rooms". In some instances one of the districts would have a

special type room that did not exist in another district or a room which was intended for a specific or unique purpose. An example of this category would be the radio-t.v. complex at East Lansing High School and the adapted sports deck at Okemos High School. Initially it was planned that the athletic facilities would be listed separately by schools in this report; however, as these facilities were examined, it became apparent that each high school had a full compliment of athletic facilities available including swimming pools, tennis courts, track. Therefore, no attempt was made to specifically identify each sports area available.

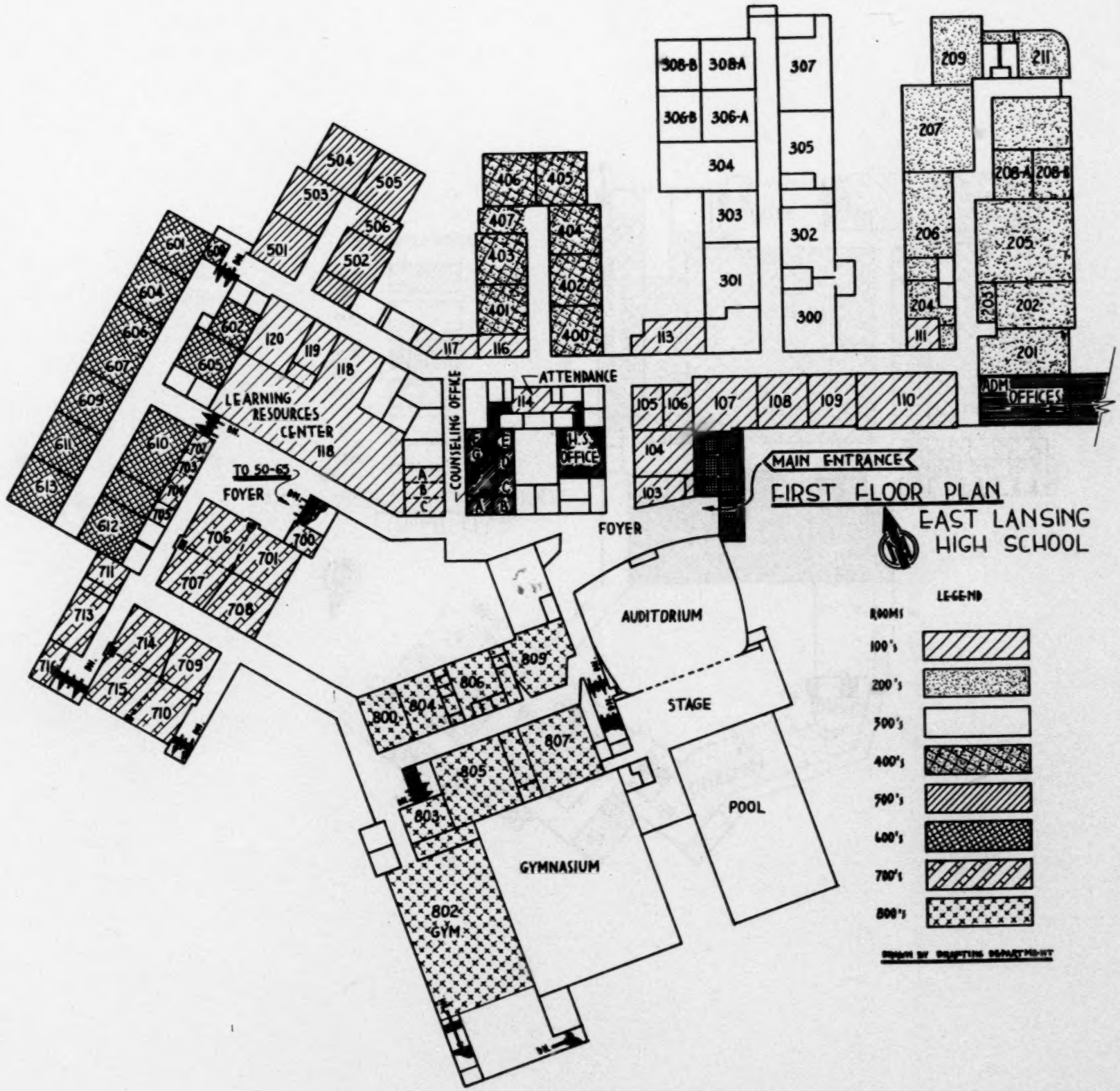
Air conditioning could be most important in any extended school year plan particularly during the hot summer months when classes would be in session. This investigation revealed that the availability of air conditioned rooms was practically non-existent except for the library and counseling suites at East Lansing High School. However, it should be noted that air conditioned facilities do exist in the Okemos and East Lansing middle schools.

An unusual situation currently exists in the Haslett School District which needs explanation. The district now has under planning and construction a new senior high school which will be completed in the fall of 1972. Present plans call for the Haslett middle school to move into the building now occupied by the Haslett Senior High. In this survey, information pertaining to the Haslett Senior High School is taken from the plans for the new Senior High School and the information relating to Haslett middle school is taken from the present Haslett Senior High School.

One additional area should be mentioned as it could become an integral part of the school program in the three districts and that is the matter of outdoor education facilities. The Haslett High School is located on a 130 acre farm which contains a 12 acre lake with a rather complete ecology

SURVEY OF FACILITIES OF EAST LANSING, HASLETT, AND OKEMOS

Reg. Class	E.L.H.S. 67	H.H.S. 18	O.H.S. 30	H.M.S. 13	O.M.S. 29	E.L.M.S. 22	TOTAL 179
Language Lab	1	1	--	--	--	1	3
Science Lab	10	4	5	3	6	4	32
Wood Shop	1	1	1	1	1	1	6
Metal Shop	1	1	1	1	1	1	6
Inst. Music	2	1	1	1	2	1	8
Vocal Music	1	1	1	1	1	1	6
Home Ec.	2	3	2	2	2	1	12
Cafeteria	1	1	1	--	1	1	5
Gym	1	1	--	1	1	1	5
Auditorium	750 seats	280 seats	750 seats	--	454 seats	--	4
Swim Pool	45' x 75'	45' x 75'	45' x 75'	--	45' x 75'	45' x 75'	5
Air Cond. Rms.	Library Coun. Suite	No	No	No	Yes	Yes	
Resource Cen.	1	1	1	1	1	1	6
Art Rooms	2	2	2	1	1	2	10
Typing Rooms	2	2	3	1	1	1	10
"Special Rooms:"	Radio TV Com. Piano Inst. Rm. Tape Room Driver Educ. Unit-Trailer	Sch. Store	Speech Multi.P. Room Dep. Off. Stu.Center Fine Arts Cntr. Adp.Sports Cntr.		Journ.	Piano Inst. Room	


FIRST FLOOR PLAN
EAST LANSING HIGH SCHOOL
MAIN ENTRANCE
ATTENDANCE
COUNSELING OFFICE
H.S. OFFICE
ADM. OFFICES
LEARNING RESOURCES CENTER
TO 50-65
FOYER
FOYER
AUDITORIUM
STAGE
POOL
GYMNASIUM
802 GYM
LEGEND
ROOMS
100's
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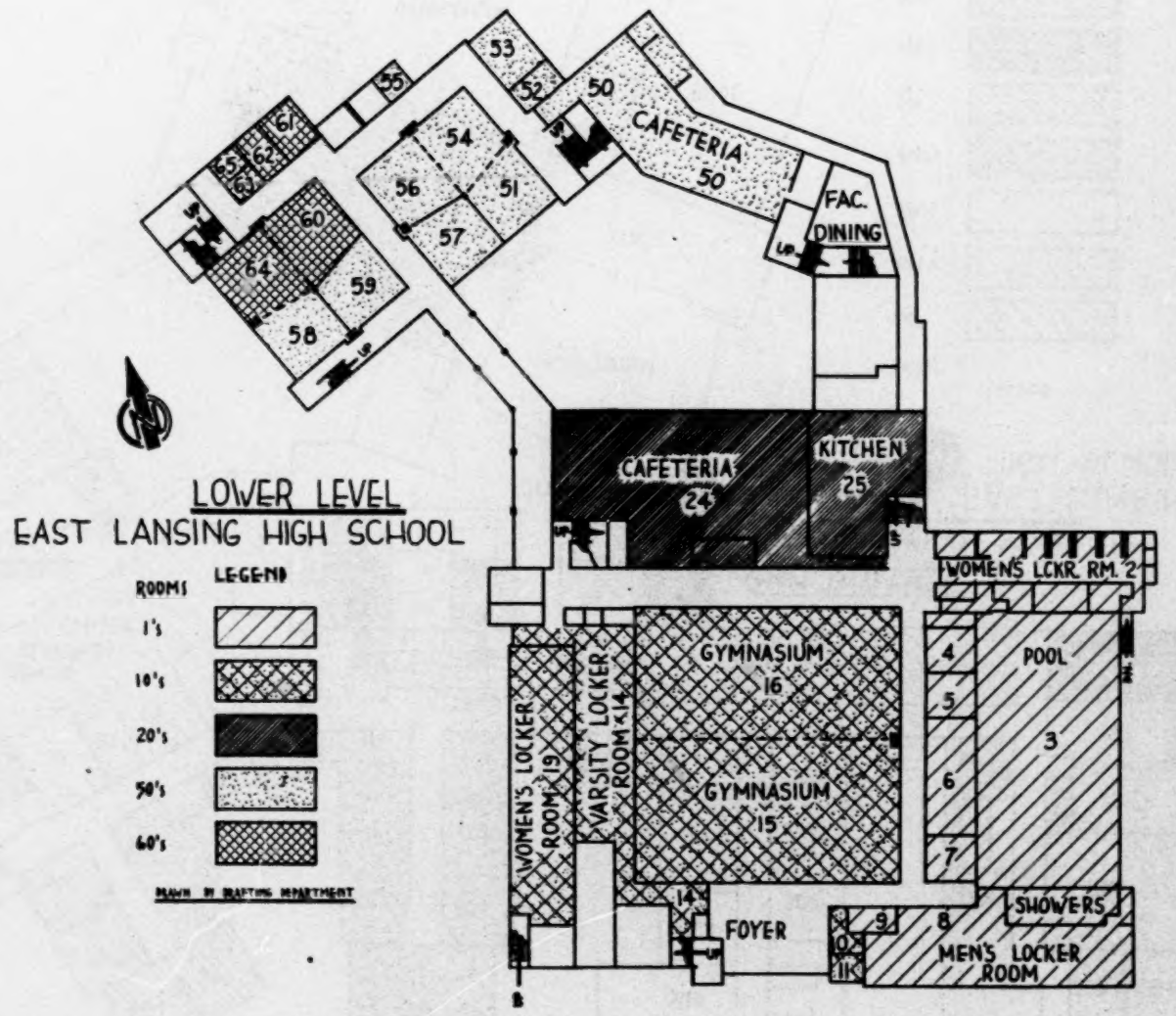
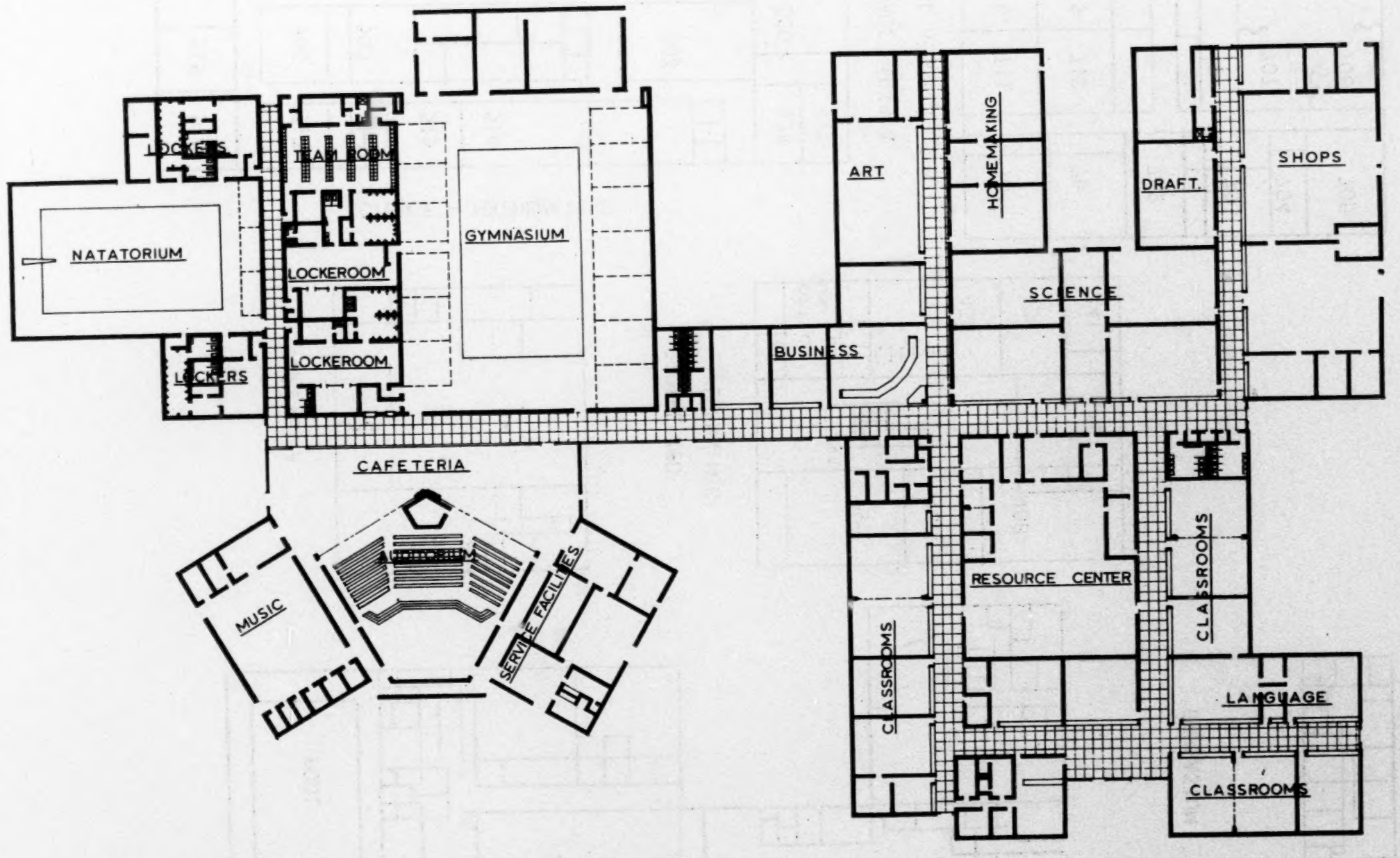
600's
700's
800's


LOWER LEVEL
EAST LANSING HIGH SCHOOL
LEGEND
ROOMS
1's
10's
20's
50's
60's
CAFETERIA
50
FAC. DINING
CAFETERIA
24
KITCHEN
25
WOMEN'S LCKR. RM. 2
POOL
3
GYMNASIUM
16
GYMNASIUM
15
WOMEN'S LOCKER ROOM 19
VARSITY LOCKER ROOM 14
FOYER
SHOWERS
MEN'S LOCKER ROOM

157

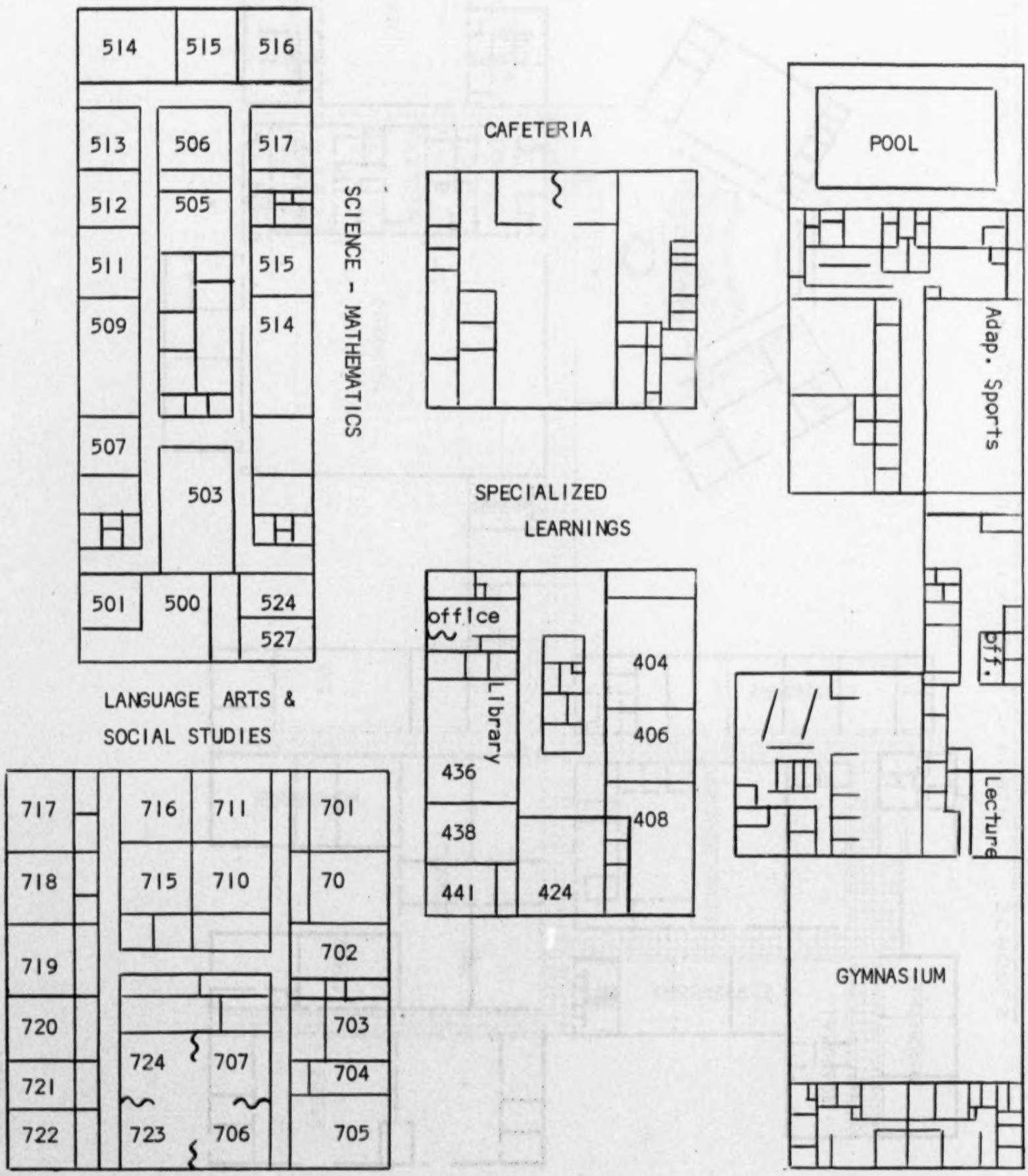


N

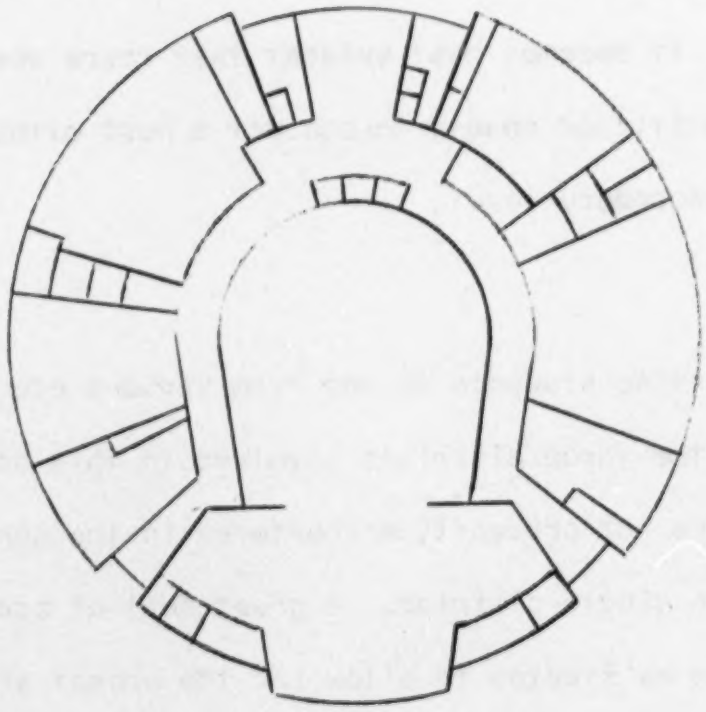
PROPOSED HIGH SCHOOL FOR HASLETT PUBLIC SCHOOLS

158

Okemos High School



FINE ARTS



AGRICULTURE

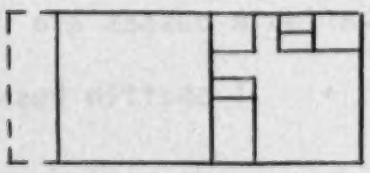


table ranging from marine life and vegetation to a hardwood climax area. In addition to this outdoor facility, the three districts have obtained through a lease from MSU, the use of a wooded area of land located on the Red Cedar River near the Okemos Middle School.

As one looks at the available structures and specified teaching areas in the three districts, it becomes most evident that there does exist a very wide variety of facilities needed to conduct a most extensive program of instruction at the secondary level.

Transportation.

Obviously, transporting students to and from various educational sites within or beyond the three districts involved in this study will present problems that are not presently encountered in the normal bussing operations faced by each single district. A great deal of additional information will have to be studied to allow for the prompt arrival of all students involved at various destinations, at various times of the day, with a minimum of expense. The number of students utilizing the program, the number and variety of locations traveled to, and the distances and times of arrival, are all factors that will determine how many busses will be needed. Once these factors are known, the transportation directors of each district can jointly work out the necessary details.

At present, a total of 43 busses are owned by the districts. Looking at each district, the number of available busses are distributed as follows:

Haslett	11 busses	+	1 shuttle buss (12 passenger)
Okemos	23 busses		
East Lansing	9 busses		

Implementing a joint venture of this kind always depends upon available finances. Additional bussing of course will cost additional money. At the present time, the Ingham Intermediate Board has indicated that no additional reimbursement will be forthcoming. However, in checking with Mr. Slocum, he did not rule out the possibility of additional reimbursement in future years. The best estimate[1] of the costs involved without knowledge of the actual number of trips and the number of busses required is a flat rate of 27¢ per mile which covers gasoline, oil, maintenance. Driver labor would be in addition to the above.

The significant variable is of course driver labor. In Haslett; drivers are paid at the rate of $2.50 per hour for extra trips. In East Lansing, labor costs are $2.90 per hour. (Note: East Lansing drivers are members of the Teamsters Union and are currently negotiating for a larger sum.)

In Okemos, drivers receive $2.32 for additional trips. (They are also involved in negotiations at present). Therefore, the driver salary figure is subject to upward revision if labor costs rise. However, a downward revision could be possible if maintenance, gasoline and labor were to level off. Haslett has reported a reduction in maintenance costs through the introduction of an extensive preventive maintenance program.

It should be noted that the later the model busses and the greater the number of them which are owned, the greater the reduction in the required amount of maintenance and replacement of parts. However, updating

1. Received from Mr. Leo Mullin, Director Transportation, Haslett School District.

bus equipment cannot be recommended in order to implement this program.

Overall insurance costs could increase. Some districts purchase insurance on a 10 month basis, others on a twelve month basis. The theory is that in some cases, busses are not used by districts during two months of the year, or if an occasional use arises, a notation is made to the insurance company and a per trip charge is made. If such is the case, those districts who purchase insurance on a 10 month basis could expect their bus insurance to increase by 12%. In terms of dollars, this could mean as much as $150.00 per year increase in total insurance costs.[1]

Safety is an ever present factor, and the usual precautions would apply to this operation. However, additional measures will also have to be considered. Haslett and Okemos drivers will be traveling in areas of greater traffic congestion than is now experienced on their regular routes. With the establishment of the Meridian Mall, the volume of traffic in the tri-district area will increase considerably.

Two of the suggested roadways are expected to remain adequate, those being Haslett Road (east and west), and Haslett-Okemos Road (north and south). Grand River, with the new Mall traffic, may be a less than adequate route. There are no railroad grade crossings that present a hazard. Most of the loading and unloading of busses will take place on school property. A map of the three districts is attached which shows proposed routes between the high school buildings involved.

A model bus schedule could be built as follows:

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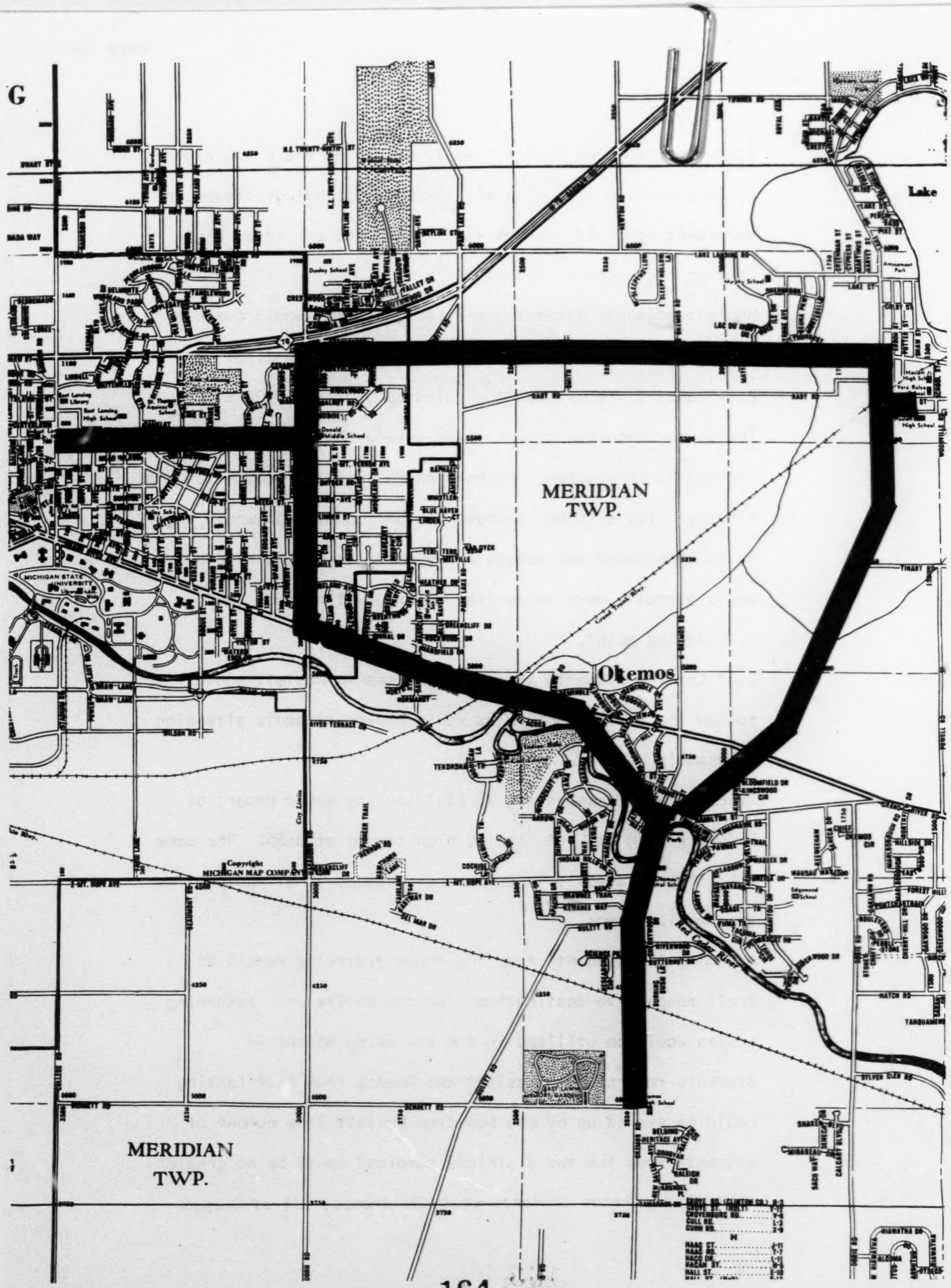
1 Lansing, Michigan, Farm Bureau Insurance Group.


G
Lake
MERIDIAN
TWP.
Okemos
MICHIGAN STATE UNIVERSITY
Copyright
MICHIGAN MAP COMPANY
Red Cedar River
MERIDIAN
TWP.

Students from each district would arrive at their own high schools by 8:30 a.m. Haslett students attending classes in East Lansing could board a waiting bus and arrive at East Lansing high school by 8:55.

Haslett students attending classes in Okemos would board a bus at 8:40 and arrive at Okemos high school by 8:55. In both cases it is assumed that classes begin at 9:00 a.m. The approximate bus travel times between Haslett and East Lansing is 25 minutes, and between Haslett and Okemos 15 minutes. Ice or other extreme weather conditions would have to be considered and schedules adjusted accordingly. This would normally mean an earlier departure time from the originating point.

East Lansing students attending classes in Haslett would follow the above schedule as would Okemos students attending classes in Haslett.

Okemos students traveling to East Lansing would depart at 8:30 arriving at East Lansing high school at 8:55. The same schedule would apply to East Lansing students attending classes in Okemos.

Assuming the students from the three districts remain at their respective destinations for the entire day, returning busses would be utilized in the following manner --

Students returning to Haslett and Okemos from East Lansing could be picked up by one bus from Haslett (the number of students from the two districts combined could be no greater than 66). Okemos students would be dropped off at Okemos

high school and the Haslett students then returned to Haslett high school.

Meanwhile, a bus from East Lansing would depart for Okemos and pick up East Lansing students, thence to Haslett for the remainder of East Lansing students in attendance there, and return to East Lansing high school.

An alternate to this schedule would be as follows:

A bus from Haslett would depart with East Lansing and Okemos students aboard and proceed to East Lansing high school. East Lansing students would be dropped off and Haslett and Okemos students attending East Lansing picked up. The bus would then proceed to Okemos high school. Both groups of Okemos students would then be dismissed and Haslett students attending Okemos high school would be transported to Haslett as well as those Haslett students previously picked up in East Lansing. This latter schedule would be less expensive provided students from the three districts did not number more than 66. Should there be more than 66, two or more busses would be needed, but the same technique would apply. Some remuneration would naturally be worked out to reimburse Haslett for the extra use of driver(s) and bus(es). This same alternate could be worked with either of the other two districts as the originating point. In addition to student numbers involved, the success of such a schedule would also depend on the availability of a bus or busses in the originating district.

A third possibility would be that each district transport its own students to and from the other two districts. This would be less economical.

If class schedules for students participating in the program are such that they are changing districts at various hours of the school day, then a 1/2 hour travel time between classes will have to be considered. To implement this schedule, one or more busses (again depending on numbers of students), can call at each of the three high schools loading and discharging students on a set pattern. This eventuality would demand that the bus or busses be on the road for the greater portion of the school day. If so, it would be practical to have the same drivers involved each day, so that they become familiar with the pattern. No disruption of the schedule would then occur due to the use of a driver who is unfamiliar with the pattern. Also, because the bus or busses are on the road for a greater portion of the day, maintenance would be somewhat increased. Timing and number of students are the important factors in maintaining all of the above schedules.

Class schedules for certain isolated individuals might possibly call for a student to be allowed to drive his own automobile. Section 691.1405, General School Laws of the State of Michigan, page 966, provides for this possibility. School districts assume no liability for individuals driving their own automobiles to and from classes. Such individuals should be so advised, however.

Conclusions:

Each district will encounter new and different transportation problems than are now encountered to some degree. More information will be needed before a definite bus schedule can be constructed. Some additional expense will be required to carry out the bussing of students between the three districts, but expenses can be shared and kept to a minimum.

There appears to be an adequate number of busses available to meet the requirements of the program.

Insurance increases would be minimal.

Certain additional safety measures should be considered, driver training being the most significant. Some traffic congestion will be a problem in scheduling.

Working out model schedules upon implementation of the program, or actual schedules is possible. A variety of possibilities can be implemented.

Based on the above, it appears that a combined Extended School Year program for Haslett, Okemos and East Lansing can be satisfactorily served by the combined resources of the tri-school district transportation departments.

VI. INTER-AGENCY COORDINATION

(The Utilization of Non-School, Educational Resources)

It is the purpose of this section of the report to explore some of the work - travel - study opportunities that become possible under an extended school year program based on the nine weeks term of study. Theoretically, the flexibility inherent in such a program should allow the three school districts to use community resources to a much greater extent than has ever been possible in the past, to literally turn the community into a school.

Using nine weeks terms, it becomes easier to schedule students out of the school confines for mornings, afternoons, days or weeks at a time, in whatever season of the year is most appropriate, and in whatever time blocks are necessary to the educational experience. Under consideration are plans to have student traveling (domestic and foreign) in connection with foreign language and social studies courses; students interested in political science working as page boys in the Legislature, or as assistants to legislators; anthropology, geology or geography students doing actual field work; advanced art students traveling to and studying in Michigan art colonies, or in museums and galleries; social studies students working with the Welfare Department or as volunteers with the Social Agencies and Drop In Centers, or in the offices of local government; students working in law offices, courtrooms and State Police posts; students in the engineering and drafting rooms of Oldsmobile and Motor Wheel, or as technologists in dental labs; students taking courses at Michigan State, Lansing Community College and Lansing Business University while still in high school; students working with Conservation officers and Forest Rangers; mathematics students working with actuaries and accountants in Insurance offices; students in trade apprenticeship programs; students producing their own theatre works - the list goes on

and on, limited only by imagination, initiative and good will.

The Greater Lansing area is an ideal community in which to try such a program, because of the great diversity of governmental, educational, industrial and professional resources that are available. In practical terms, however, these resources exist only as potential. Until the potential is tapped for its educational value, students will continue to be "schooled" in school buildings.

The program envisioned here is not primarily of a Cooperative Education nature, with pay given for work received, but rather is one in which an educational experience, with appropriate high school credit, is the desired outcome. That means that the community must be willing to accept high school students, and to show enough of an interest in them to expend time and effort in becoming a part of their educational process. Hopefully, the arrangements will be mutually beneficial, with the students being of some help to their sponsors, but this will not always be the case. The question then becomes, "In terms of community acceptance, how feasible is it to talk of using the community as a school?" The following pages are summaries of interviews held in the community over a one month period (early July to early August, 1969), and represent an attempt to answer the above question. The interviews are not exhaustive by any means, but are a cross-sectional sample of community response to our plan. Overall, the response has been from mildly to strongly positive, with only a small percentage of negative reactions. Should the plan go into operation in the near future, these interviews can also to be used by teachers, as a basis for beginning to use the community as a school.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Lansing Miller Mutual Insurance Co.

   Address 2425 East Grand River Avenue

2. Name of Person Contacted Mr. Duane Bower

   Position or Title Personnel Director

3. Date of Interview 8/7/69 Phone 482-6211

4. General reaction to Extended School Year and nine week term concepts:

   Mr. Bower's reaction was very positive, and he seemed willing to help where possible.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) Data Processing
   (b) Printing Shop
   (c) Maintenance
   (d) Statistics (marketing & research)
   (e) Insurance policy preparation
   (f) Underwriting
   (g) Inspection activities (Commercial Bldgs.)
   (h) Insurance Adjusting
   (i) Key punch
   (j) Cafeteria
   (k) Switchboard
   (l) Accounting - payroll
   (m) Supply & requisitioning
   (n) Secretarial - magnetic tape selectric typewriter

Additional Information from Interview:

Mr. Bower was very much concerned about the liability and child labor law aspects of our proposal. As personnel director for Michigan Millers, he has had to deal with the Department of Labor concerning minors, and his impression is that the present laws and the way they are strictly interpreted by the Department, would severely restrict our program, and Michigan Millers participation in it. If the liability and legal problems can be worked out, Michigan Millers would be glad to participate.

The experiences would most probably be voluntary non-pay situations, for high school credit. The student should be at least sixteen years old, male or female, and should have his/her own transportation. The particular hours and the number of weeks would depend upon the experience. Any clerical, secretarial or other skills that the student possesses would be very helpful, and in some cases perhaps necessary.

COMMUNITY RESOURCES AND THE
EXTENDED SCHOOL YEAR

1. Name of Institution/Organization City of East Lansing

   Address City Hall, 410 Abbott Road, East Lansing

2. Name of Person Contacted Mr. Jack Patriarche

   Position or Title City Manager

3. Date of Interview 8/5/69 Phone 337-1731

4. General reaction to Extended School Year and nine week term concepts:

   Mr. Patriarche's reaction was positive, and thought the plan was worth trying. In fact the city has used university students in the past on an intern basis, and will be using a high school student from the participatory government course in East Lansing High School.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) Clerical, office activities

   (b) Research

   (c) Maintenance activities

   (d) Water treatment and sewage facilities

   (e) Urban Planning activities

   (f) Police department may offer possibilities

   (g) Public works

Additional Information from Interview:

These would be voluntary non-pay situations, for students at least sixteen years old, with their own transportation. The time segment would probably be half days for a nine week period, although this would depend on the particular experience. The student should have as much knowledge as possible about government prior to the experience, but the prime qualification should be an interest in political science and/or governmental affairs. The liability aspects will have to be determined.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Oldsmobile Corporation

   Address 920 Townsend Street

2. Name of Person Contacted Mr. R. H. Person

   Position or Title Director of Personnel Education and Training

3. Date of Interview 8/6/69 Phone 373-4713

4. General reaction to Extended School Year and nine week term concepts:

   Mr. Person was very positive about the program, although he had many, many questions about the practical aspects of it.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) Data Processing

   (b) Engineering & Drafting Rooms

   (c) Clerical activities

Additional Information from Interview:

Mr. Person said that he was pretty sure that Oldsmobile would not be able to put any students into the production phases of their work, nor near any of their moving machinery. Because of liability and child labor laws, Oldsmobile will not hire anyone under eighteen years old if they are going to be in close proximity to moving machinery. This means that the maintenance type of activities cannot be considered for us either.

There are other precautions also. In the Engineering and Drafting rooms some of the work is secretive for competitive reasons. The advertising for the company is contracted to a Detroit based firm, so that there are few opportunities there. Mr. Person will check into some possibilities for us, and get in touch again at later date.

These experiences would probably be voluntary (non-pay) situations, with the student providing his/her own transportation. The hours would probably be from eight to five, for the number of weeks appropriate to the experience. The student should be at least sixteen years old, with the proper course work background for the experience. The legal and liability aspects will have to be known before any commitments can be made.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Michigan State Legislature

   Address Capitol Building, Second floor

2. Name of Person Contacted Terry Black

   . Position or Title Staff Assistant to the Speaker of the House

3. Date of Interview 7/17/69 Phone

4. General reaction to Extended School Year and nine week term concepts:

   Mr. Black thought the program was very worthwhile and should be tried.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) Speakers Office
   Minority Leaders Office
   Senate Presidents Office
   Senate Minority Leaders Office

   researching action on bills, filing, clipping newspaper articles, canvassing, voting records, Document reading and summarizing, stapling, mailing typing, coalating.

   (b) Office work for Legislators

   (c) Office work for clerk of House

   Office work for Secretary of Senate

   (d) Governors office may offer a possibility for these same kinds of activities.

   (e) Sergeant-At-Arms might be able to use students

   (f) Page Boys - these positions are usually filled through and by means of individual legislators, and would probably have to be approached through them.

   (g) Legislative Service Bureau - it may be possible to use students for research, and distribution of printed materials.

Additional Information from Interview:

This would be a voluntary non-pay situation for Seniors primarily, with some possibility of using Juniors. The time segment would depend on the particular experience, and the student would have to provide his/her own transportation. Any skills such as typing or shorthand would be of benefit to all concerned, although the primary requirements would seem to be conscientiousness and an interest in political science.

Mr. Black could not make any commitments at this time, but suggested the foregoing as possibilities. One of the problems in this case as with all others, is the liability implications.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Area Skills Center

   Address _____

2. Name of Person Contacted Robert Slocum, Leo Schuch

   Position or Title _____

3. Date of Interview 7/7/69 Phone _____

4. General reaction to Extended School Year and nine weeks term concepts:

   Both men (Leo Schuch will be the person to contact in the future) were very positive about the Extended School Year proposal, and saw it fitting in very well with their plans for the Skills Center.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   See following page

Additional Information from Interview:

The Area Skills Center has not yet been built, (its probable location is on the corner of Howell Road and Hagadorn), so that it was difficult to be very specific during our interview. All indications are, however, that our plans for the Extended School Year and their plans for the Skills Center will dovetail nicely. It is tentatively planned that the Center will be in operation on a year round basis, with students probably attending for three hour blocks of time for as long as two years in some cases. Our nine week units should fit into their semester plan, and where the calendars do not coincide, arrangements could probably be worked out. The Center expects to be open for the school year 1970-71, to be co-educational, to draw students primarily from Junior and Senior level, and to enroll about one thousand students in its first year. It is expected that the area high schools will be offering pre-vocational, survey types of courses, and that the more specialized training will occur at the Center.

One problem that will be shared by all schools using the Center will be transportation. At present there are no funds available to transport students to the Center, so that students will have to provide their own, or the participating schools will have to work out a cooperative arrangement.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Michigan Bell Telephone

   Address 220 North Capitol, Lansing

2. Name of Person Contacted Mr. Engelhardt

   Position or Title Assistant Director of Public Relations

3. Date of Interview 7/31/69 Phone 372-6380

4. General reaction to Extended School Year and nine week term concepts:

   Mr. Engelhardt thought the proposal was very good and he hoped it would be a success.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   Mr. Engelhardt interviewed some members of his organization and telephoned back to say that because of the production based nature of their company he did not see any opportunity for the use of students at this time. There may have been some possibilities in clerical, office kinds of experiences but they are already involved in a cooperative education program with the Lansing Public Schools for these positions. He was very supportive of our program, however, and will call us back if any opportunities for using students occur in the future.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Michigan State University

   Address John Hannah Administration Building, East Lansing

2. Name of Person Contacted Don Stevens

   Position or Title M.S.U. Trustee

3. Date of Interview 8/4/69 Phone 353-5053

4. General reaction to Extended School Year and nine week term concepts:

   Mr. Stevens was very interested in the program both as a trustee of the University, and as a labor leader in the community.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   Mr. Stevens said that as a University Trustee he could not at this point commit the University to any degree of participation in the program, although he expected cooperation from many of the colleges, particularly the College of Education. As a labor leader he was able to offer more help, (see following page).

Additional Information from Interview:

Mr. Stevens and some other labor leaders in the community were originally contacted in May of 1969 by the Superintendents of the three districts. They reacted favorably to the program at that time. Mr. Stevens stated that we could now begin talking about specifics, and gave the following list of names to be contacted. Because of the circumstances of vacations, busy schedules and a deadline for the completion of the study, we were only partially successful in making these contacts as indicated below:

(a) Mr. Peter Crippen, President, Building Trades Council, (5405 S. Logan, 882-6554). Mr. Crippen was involved in a labor dispute at the time of the contact, and could not grant an interview before our deadline. He did seem interested in the program, however, and wanted a copy of our study to examine it in further detail.

(b) Mr. James Ramey, International Representative for the United Auto Workers, (302 S. Waverly, 484-1321). Mr. Ramey was very busy with an impending convention in Lansing, so we discussed the proposal by telephone. He seemed very positive about the program, and indicated that his union was very interested in supporting education. He could not make any further commitment without knowing more about the program, but stated that as a minimum we could express the cooperation of his union during our interviews at Oldsmobile or other relevant corporations.

(c) Gary Thomas, President, Lansing Labor Council, 393-5250. I could not reach Mr. Thomas by telephone before the deadline date.

(d) Al Deutze, Community Action Programs (U.A.W.) 484-7408; I had no time for an interview before the deadline date.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization State of Michigan, Civil Service

   Address Lewis Cass Building, Third Floor

2. Name of Person Contacted Mrs. Sommers

   Position or Title Supervisor of Direct Recruitment

3. Date of Interview 7/14/69 Phone 373-3032

4. General reaction to Extended School Year and nine week term concepts:

   Mrs. Sommers reaction to the proposal was mildly positive.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   See following page.

Additional Information from Interview:

Mrs. Sommers said that the State Civil Service had cooperated in a trainee program something like this two or three years ago. The program was aimed at the underprivileged student, and was federally funded. Her opinion of that program was that it worked well enough, depending on individuals, and that this program might have a higher probability of success. She stated that there might be a problem with the Bureau of Labor in connection with working permit rules and regulations, her suggestion was that the appropriate bureau heads be contacted, and when a favorable reply is received, have the job or educational experiences described in writing in order to determine legality and/or liability with the Bureau of Labor. The Bureau of Labor "went along" with the federally funded program in the past, they might go along with this one also.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Christo Rey Community Center

   Address 1314 Ballard

2. Name of Person Contacted Demetrio Saenz

   Position or Title Social Service Director

3. Date of Interview 7/14/69 Phone 482-1387

4. General reaction to Extended School Year and nine week term concepts:

   Mr. Saenz said that he could see much value in the program, both for the schools and for his center.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) Community Organizing activities

   (b) Tutoring, especially for students taking Spanish

   (c) Recreational activities

   (d) Research possibilities vary, for students and for the center

   (e) Home visits possible

   (f) Neighborhood improvement activities

Additional Information from Interview:

This would be a voluntary, non-pay activity for high school credit, especially for students interested in social work, sociology or the Spanish language. The student, male or female, should be at least sixteen years old, and have his/her own transportation. The student should expect to participate on a one half day basis for five weeks at the minimum. At least one year of Spanish would be helpful, but not necessary.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Democratic State Central Committee

   Address 900 West Michigan

2. Name of Person Contacted Mr. Gordon O'Leary

   Position or Title Director of Public Relations

3. Date of Interview 7/16/69 Phone 484-4511

4. General reaction to Extended School Year and nine week term concepts:

   Mr. O'Leary's response was mildly positive.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) Research

   (b) Electronic equipment operator

   (c) Canvassing

   (d) Campaigns - many jobs

   (e) Could assist office holders

Additional Information from Interview:

Mr. Gordon O'Leary could not be more positive about the program, because Democratic party organization is not as tight as that of the Republicans, and because he is not in a position to commit the party to any of these experiences. Mr. O'Leary would also want the duties and obligations of both student and party spelled out in writing prior to the experience.

Work permits would not be necessary, as this would be a voluntary, non-pay experience for high school credit. The student should be at least sixteen years old, male or female, and have his/her own transportation. The student should be reliable, and have more than a passing interest in politics. The time segments would depend on the job, but two or three hours a day for nine weeks seems reasonable at present.

Students with a background or courses in Journalism might be useful here also.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization United Auto Workers

   Address 302 South Waverly

2. Name of Person Contacted James Ramey

   Position or Title Representative for U.A.W. International

3. Date of Interview 8/4/69 Phone

4. General reaction to Extended School Year and nine week term concepts:

   Mr. Ramey's reaction was one of interest and genuine willingness to help in the implementation of the program.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

Additional Information from Interview:

Mr. Ramey was extremely busy at the time of contact, (by telephone only) because of an impending three day conference. He stated that the Union was very much interested in furthering educational goals whenever possible, and that this sounded like a good plan and one in which the union would probably cooperate.

Mr. Ramey stated that he could not be more committal at this point because the union does not control hiring practices in the corporations in which it exists. He did offer help by saying that when interviewing management people at these corporations, we could say that his union was willing to cooperate with the plan.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Haslett Public Schools

   Address Haslett, Michigan

2. Name of Person Contacted Jack Anderson

   Position or Title Assistant Superintendent

3. Date of Interview 7/10/69 Phone 339-8242

4. General reaction to Extended School Year and nine week term concepts:

   Very favorable, sees many varied opportunities.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   Teacher Aides

   1. Classroom
   2. Library
   3. Office Aides

   Apprentice Programs

   1. Custodians
   2. Mechanics
   3. Bookkeepers
   4. Groundskeepers
   5. Data Processing
   6. Many other opportunities

Additional Information from Interview:

Work permits will be necessary for many of the opportunities available. There will be opportunities available which will afford credit, pay or both.

The school will provide the personnel and instruction in the school and in the field. The school and/or the student will have to provide transportation to and from the experience.

Time maximum and minimums are open at this time depending on the occupational or educational experience. The student needs no special training unless for a specific experience. There are liabilities which are being explored.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Darrell Brown Agency

   Address Edson Street, Haslett, Michigan

2. Name of Person Contacted Darrell Brown

   Position or Title Agent and Realtor

3. Date of Interview 7/18/69 Phone

4. General reaction to Extended School Year and nine week term concepts:

   Very defensive to the point of being negative.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   Could not see any -- did not know any company or concern which could use the services of the students.

Additional Information from Interview:

Mr. Brown felt the High School students were not mature enough to handle the experiences in the insurance world.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Michigan State Univ. - History Dept.

   Address 401 Morrall Hall, Michigan State University

2. Name of Person Contacted Dr. F. D. Williams

   Position or Title Department Chairman, History

3. Date of Interview 7/22/69 Phone

4. General reaction to Extended School Year and nine week term concepts:

   Some reservations but highly favorable. Nine week period would not create any major problems.

   Open, Dr. Williams is willing to cooperate in all areas.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

Additional Information from Interview:

All students who have the aptitude and interest in taking college work, freshmen through seniors are welcome but they must provide their own transportation.

Everything is very open and Dr. Williams should be contacted first.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Michigan State Univ. Planetarium

   Address Michigan State University, East Lansing, Michigan

2. Name of Person Contacted Dr. VonDel Chamberlain

   Position or Title Director of Planetarium

3. Date of Interview 6/16/69 Phone _____

4. General reaction to Extended School Year and nine week term concepts:

   Exceptionally favorable. Nine weeks would not create any difficulties.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   This is wide open

   One or two courses

   Teacher courses

   School visitations

Additional Information from Interview:

Dr. Chamberlain stated that there would be opportunities for courses at the planetarium and they could go to the school, offer some instruction and assistance to teachers and students.

There will be a charge of twenty-five cents which could be reduced when talking about large groups. This instruction and course work is open to all secondary students. The courses would meet at least twice a week at the planetarium along with some materials. The courses would be classroom work and field work.

There is little liability to be concerned with.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Okemos Public Schools

   Address Okemos-Haslett Road, Okemos, Michigan

2. Name of Person Contacted Mr. Richard White

   Position or Title Assistant Superintendent Buildings & Grounds

3. Date of Interview 7/17/69 Phone

4. General reaction to Extended School Year and nine week term concepts:

   Exceedingly responsive to the total program. Nine weeks creates no obvious problems.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   Clerical

   Maintenance

   Mechanics

   Teacher Aides

   Accounting

   Buildings and grounds

   Custodians

   Data Processing

   Journalism
   1. Printing
   2. Type setting

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Meridian Township Trustee

   Address Haslett Road, Haslett, Michigan

2. Name of Person Contacted Rodney Hagenbough

   Position or Title Trustee - Fire & Police Committee Chairman

3. Date of Interview 7/23/69 Phone

4. General reaction to Extended School Year and nine week term concepts:

   Elated, nine weeks offer little difficulties

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   Aides - Trustees

   Construction

   Public Works

   Planning Dept. - Urban Planning
   1. Drafting
   2. Fieldwork

   Research

   Parks and Recreation

   Cost Analysis

   Accounting

   Police and Fire

Additional Information from Interview:

Most areas are open with wages and credit acceptable depending on the experience.

Interest is the prime need for each student with instruction taking place in the school and at the township facilities.

Mr. Hagenbough visualized unlimited opportunities for young people relating to township opportunities. The student would have to provide for their own transportation or have the school provide the necessary transportation.

Time as related to the minimum number of weeks, hours per day, maximum weeks and hours will depend on the particular opportunity.

Liability is a reality and is being explored more fully.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Meridian Township Fire Department

   Address Haslett Road, Haslett, Michigan

2. Name of Person Contacted Fire Chief McKane

   Position or Title Township Fire Chief

3. Date of Interview 7/23/69 Phone

4. General reaction to Extended School Year and nine week term concepts:

   Favorable, feels eighteen weeks would be better.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   Dispatching

   Clerical

   Equipment repair and maintenance

   Would offer training in fire prevention

   Possibilities of others

Additional Information from Interview:

Work permits will not be required as monetary reimbursement will most likely not be available. Credit will be offered as will instructional personnel at the fire station. Instructional materials will also be provided by the fire department.

The student must be interested in fire prevention and related areas, be a Junior or Senior and male. Each student must provide their own transportation.

The time should be twelve to eighteen weeks and three to four hours per day

Liability is under investigation.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Medical Office - Dr. Siddal

   Address 5681 Shaw Street, Haslett, Michigan

2. Name of Person Contacted Dr. Siddal

   Position or Title Doctor of Osteopathy

3. Date of Interview 7/22/69 Phone

4. General reaction to Extended School Year and nine week term concepts:

   Extremely favorable, sees no difficulty in a nine week quarter.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   Clerical

   Others in medical area if qualified

Additional Information from Interview:

Work permits will be required with monetary reimbursement and credit available.

Instruction and materials will be provided at the office with the student responsible for transportation.

The period of time is open with nine weeks fine as a trial period and three hours per day a minimum.

Liability is not a problem.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Republican State Central Committee

   Address 404 East Michigan Avenue

2. Name of Person Contacted Jerry D. Roe

   Position or Title Executive Director

3. Date of Interview 7-14-69 Phone 487-5413

4. General reaction to Extended School Year and nine week term concepts:

   Mr. Roe's response was very positive.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) campaign activities

   (b) organizational activities (such as canvassing)

   (c) computer work - statistics

   (d) routine office activities

   (e) research

   (f) public relations (journalism students)

   (g) state convention activities

   (h) State Finance committee activities

Additional Information from Inverview:

Mr. Roe said that he would want to interview students before accepting any, and that the student should have a sympathy with Republican party ideals, or at a minimum be an independent, in order for it to be of maximum benefit to the student and the party. Mr. Roe said that it might also be possible to arrange for a seminar course in practical politics in the school.

Work permits would not be necessary, as this would be a voluntary non-pay activity for high school credit. The student, (male or female) would have to provide his/her own transportation, and the time segments would depend on the activity, particularly in a campaign year. The student should be at least sixteen years old, have a nice appearance, and have an interest in political science.

Mr. Roe also stated the party newspaper had the tenth largest circulation in the state, and that there might be possibilities for journalism students here.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization College of Human Medicine

   Address Michigan State University

2. Name of Person Contacted Edith Foley

   Position or Title Extended School Year Committee Member

3. Date of Interview 7-25-69 Phone

4. General reaction to Extended School Year and nine week term concepts:

(See Next Page)

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

Additional Information from Interview:

Committee member Edith Foley's husband is an instructor at the college and through him our plan and the college's possible involvement in it was discussed with some of the people at the college. The reply that came back was that Mr. Foley could see no opportunities for high school students within the college. At present there is an abundance of graduate students who want to take all the lab assistantships or any other work-study opportunities that become available. Mr. Foley did offer two suggestions: first, that there might be opportunities open in the Biology and Chemistry departments, and; second, that perhaps the hospitals and clinics might be better places to offer high school students an introduction to the field of medicine. He stated that some hospitals already have training programs for post high school students, in the area of x-ray technology for example, and that perhaps students could begin work in some of these programs.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Lansing Mutual Agency (Insurance)

   Address 2425 East Grand River Avenue

2. Name of Person Contacted Mr. William Sharp

   Position or Title Agent

3. Date of Interview 7-29-69 Phone 482-1554

4. General reaction to Extended School Year and nine week term concepts:

   Mr. Sharp had a very positive attitude about the program.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) Office practice

Additional Information from Interview:

Mr. Sharp stated that there was really very little that he could offer, since his was primarily a sales office, and the selling was on a one to one basis. It might be possible for him to offer the "right" student some of this kind of experience, but only after the student had gained some knowledge and experience in the insurance field. (Perhaps with the Michigan Millers Mutual Ins. Co.)

For the office practive experience, the student would have to provide his/her own transportation, and there would probably be no pay involved. The student should be at least sixteen years old, should have some math and business courses, be articulate, and typing would be helpful. The experience would be best on a nine week, half day basis as a minimum.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization I.B.M.

   Address 1111 Michigan Avenue, East Lansing

2. Name of Person Contacted Mr. Carl Chevron

   Position or Title Regional Manager

3. Date of Interview 8-1-69 Phone 351-6070

4. General reaction to Extended School Year and nine week term concepts:

   Mr. Chevron's reaction to the proposal was mildly positive. He could see the benefits of relevancy and efficiency, but had some questions about the extent of his own company's involvement.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) clerical and office work

   (b) techniques of data processing

Additional Information from Interview:

Mr. Chevrons place of business is not a storehouse of I.B.M. equipment, but is rather a sales-service, engineering center for a five county area, although some data processing work is done there. He stated that he is not in a position of sufficient authority to commit his company to any great degree of involvement in our program, although he thinks he could at this point offer some experiences as mentioned on the preceeding pages.

Even before those experiences can be offered, however, he feels that the question of whether or not this might better be a pay situation, should be looked into, as well as the question of legal responsibility and liability.

The student would have to provide his own transportation, and should be willing to devote a regular forty hour week for nine weeks to the experience.

For the office experience, the student should have the appropriate business, typing and shorthand courses. For the data processing the student should have a background in the "logical" sciences, with whatever data processing experience he can gain before coming to the office. For both experiences, the student should have good grades, an interest in the area.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Ingham County Health Dept.

   Address 808 Southland, Lansing, Mich.

2. Name of Person Contacted Dr. Reizen

   Position or Title Medical Director - Ingham County Health Dept.

3. Date of Interview 7-23-69 Phone 393-5960

4. General reaction to Extended School Year and nine week term concepts:

Dr. Reizen's general reaction to the program was positive. He thought it sounded like a good plan, and that it should be tried. Additional comments about the Health Departments participation are on the following page.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

Dr. Reizen thought it might be possible to use students in several areas: (a) in the immunization clinics, interviewing for instance, (b) vision screening, heart testing, (c) home visits with nurses, (this seemed like a lesser possibility), (d) working with the environmental health inspectors, inspecting buildings and sanitary facilities (3) working with Health Education people in the schools.

Dr. Reizen also stated that students would, of course, not be used in the birth control or venereal disease clinics. There was no possibility of doing any lab work in connection with the Health Dept. because all of their lab work was done for them by the State of Michigan on a contractual basis.

Additional Information from Interview:

This work would be on a voluntary basis, (without pay) for which high school credit would be given. Work permits would therefore not be necessary. The Health Department would provide the supervisory personnel, and the instruction and work would take place there. Transportation would have to be provided by the student. The student should spend three to four hours per day at the Department, for no less than four and one half weeks, and preferably nine weeks.

The student should be at least sixteen years old, male or female. Any science background is helpful, as is typing and any course work in Spanish.

Dr. Reizen does have two concerns about using students: first, since there is some exposure to communicable diseases, the insurance liability should be looked into. Perhaps a statement of release from the parents could take care of this; second, he expressed a concern about continuity of program. If they set up programs in which to use students and get to depend on them, will there be a dependable supply?

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Michigan State University

   Address 225 South Kedzie Hall

2. Name of Person Contacted Dr. Daniel Kruger

   Position or Title Assoc. Dir. of School of Labor & Industrial Relations

3. Date of Interview 7-17-69 Phone 332-1936

4. General reaction to Extended School Year and nine week term concepts:

   Dr. Kruger's reaction was very positive.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

The school of Labor and Industrial Relations is a graduate school at the University, which restricts the course work available to high school students. There is a course being developed called Employment and Race, which is to be offered at the undergrad level, and this might be a possibility. In addition to that, Dr. Kruger indicated that he would be willing to help develop a course centering around six films he collaborated in producing, which are designed to help seniors learn about the world of work. He suggested that perhaps students could set up their own employment agency, for summer jobs, part-time secretarial help, etc. Finally Dr. Kruger stated that it might be possible for students with sufficient interest and background, to sit in with him on some of his mediation activities.

Additional Information from Interview:

This experience would be on a voluntary basis (without pay) for which high school credit would be given; work permits would therefore not be necessary. There might be course fees involved if course work were taken. The student would be responsible for his own transportation, and should be at least a junior or senior. Either sex would be acceptable.

There are no particular skills required, although typing and language skills would be helpful. Dr. Kruger stated that students with a capacity for human understanding would be most desirable..

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization East Lansing Public Schools

   Address 509 Burcham East Lansing

2. Name of Person Contacted Mr. Joe Durkin

   Position or Title Business Manager

3. Date of Interview 7-23-69 Phone 337-1781

4. General reaction to Extended School Year and nine week term concepts:

   Mr. Durkin was very positive and saw no problems in a nine week quarter.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) Data Processing

   (b) Building and Grounds

   (c) Teacher Aids

   (d) Clerical Procedures

   (e) Printing

   (f) Bookkeeping

   (g) Research and Development

   (h) Others

Additional Information from Interview:

Work permit will be required depending on the experience and whether or not the exposure has monetary benefits. Mr. Durkin does not foresee any difficulties in a combined monetary - credit program or a separate program.

Personnel and material will be supplied in most cases (depending on the activity) by the school. Transportation would be provided by the school or student.

Hours are open with student. Attitude is of utmost importance. All high school students are encouraged to participate.

Liabilities are being investigated.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Meridian Mall Association

   Address Grand River and Haslett - Okemos Road

2. Name of Person Contacted Mr. Benjamin (Mall Developer)

   Position or Title See R. Escott, Haslett Superintendent

3. Date of Interview 6/69 - 7/69 Phone 339-8242

4. General reaction to Extended School Year and nine week term concepts:

Mr. Benjamin stated that he believed it would be feasible to provide a classroom in the Mall to provide for job experiences in retailing and supporting activities.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

The classroom could be used for instruction by teachers and Mall representatives, although no definite agreement can be made concerning this classroom until the Mall is opened and the businessmen there form their association.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Data Processing

   Address Okemos Public Schools

2. Name of Person Contacted Mr. Neil Sellick

   Position or Title Director

3. Date of Interview 7-25-69 Phone 337-1775

4. General reaction to Extended School Year and nine week term concepts:

   Very favorable, excited feeling that nine weeks would serve well for introduction.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   Data Processing:

   Testing

   Consul Operators

   Unit Operators

   Key Punchers

   Coders

   Junior Programers

   Clerical

   Can work with, instruct, and use all the students available.

Additional Information from Interview:

Work permit will be necessary when student is paid. Data Processing will work on a pay and/or credit basis. The Data Processing center will provide the instructional personnel at the center and to some extent at the school. Materials would be provided by the center. Students or the school must provide transportation. The time limits vary from two hours to a full day, depending on the experience and the student's qualifications.

The student should demonstrate an interest in Data Processing, with a good math background and some Data Processing experience, if possible. The experiences are available for Junior High through Senior High students.

Insurance liability is being explored.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization _____

   Address East Lansing P-K Building

2. Name of Person Contacted Julius Hanslovsky

   Position or Title Attorney at Law

3. Date of Interview 7-29-69 Phone _____

4. General reaction to Extended School Year and nine week term concepts:

Mr. Hanslovsky said that it sounded like a good idea and thought that it should open up new opportunities for youngsters.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

None. Mr. Hanslovsky feels the biggest drawback is the confidentiality of nearly all the cases they are concerned with. He felt there would be many legal problems to work out, i.e. legal responsibility, age, pay, kinds of work allowable, etc. He also felt that little could be learned at the office level, and suggested we think more in terms of the courts, where all proceedings are part of the public record. He did feel however, that some lawyers, particularly single practioners, might find these experiences more helpful to the student and the lawyer. He encouraged adult education in the law. He suggested a questionnaire to be given lawyers in the locality.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Lansing Community College

   Address 419 N. Capitol Lansing, Michigan

2. Name of Person Contacted Dr. Schaar

   Position or Title Director of Personnel Services

3. Date of Interview 7-22-69 Phone 489-3751

4. General reaction to Extended School Year and nine week term concepts:

Both Dr. Schaar and Dr. Gannon, President of Lansing Community College, have evinced great interest in the ESY concepts. The nine week time module poses no particular problem to the cooperative arrangements which appear to be possible with LCC.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

Any course offered at LCC will be made available to high school students within the three districts subject only to the approval and recommendation of the student's principal or counsellor. Two kinds of courses are involved: (1) Those which have a particularly scheduled time (on the LCC quarter system), and (2) Those which permit the student to enroll at any time and to work at his own speed toward performance criteria.

Late afternoon and evening courses are also open to enrollment.

Lansing Community College has many excellent laboratories in business, science, and vocational areas. These laboratories are not in use much of the time. Special arrangements are welcomed which might permit classes of students from the three districts to utilize the labs during unscheduled time. Time of use, cost, and the nature of instruction would need to be clarified.

Additional Information from Interview:

Enrollment can be accomplished through Special Enrollment Forms available from the admissions office of the college. The completed form and the school endorsement are then to be forwarded for permission to enroll.

COMMUNITY RESOURCES AND THE
EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Lansing Civic Players

   Address 408 No. Washington

2. Name of Person Contacted Melvin Herr

   Position or Title Exec. Director

3. Date of Interview 8/6/69 Phone 484-9115

4. General reaction to Extended School Year and nine-weeks term concepts:

   The program is a fine idea and it has a lot of possibilities.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   Stage hand

   Costumes

   Ticket agents

   Billing

   Sound

   Seating

   Some acting (try outs)

Additional Information from Interview:

At the Civic there are two time periods from May to September when they are getting ready for a new season and the student could do nothing but repair work. From September to May is production time and all of the areas would be open to the students. Sixteen years of age was set as a guideline, but an exception of fourteen or fifteen may be excepted. Credit would be given and no work permit is needed. Instruction will take place at the Civic, but class room instruction could be checked into.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Ann Brown Printing and Typing Service

   Address 4694 Okemos Road, Okemos, Michigan

2. Name of Person Contacted Eugene P. Brown and Ann Brown

   Position or Title Owners

3. Date of Interview 8/8/69 Phone

4. General reaction to Extended School Year and nine-weeks term concepts:

   The Browns were very much in favor of the program and would be willing to take students to train.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   Many from a vocational standpoint:

   typing

   art

   layout and design

   offset printing

   general clerical procedure

Additional Information from Interview:

To work in offset printing, a student will be using moving machinery so the age must be checked with the labor laws. One year is the minimum time for a person to work in printing. For the other jobs anyone willing to work is acceptable. Work permits, age and length of time are to be worked out when the student applies for a job.

Since there is machinery in the building, the legal aspects must be checked into for the students.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization YWCA

   Address 217 Townsend Lansing, Michigan

2. Name of Person Contacted Miss Morris

   Position or Title Director

3. Date of Interview 7-31-69 Phone 485-7201

4. General reaction to Extended School Year and nine week term concepts:

   Miss Morris felt that the program had very good potential and gave the student a better learning situation for a broader education.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) Clerical Work

   (b) Locker Room Attendant

   (c) Kitchen Aide

   (d) Waitress

   (e) Teachers Aide (Nursery School)

Additional Information from Interview:

The opportunities at the YWCA are limited due to the lack of trained personnel to instruct the students in the various areas. The only true educational situation is the clerical position. This job requires a female of at least 16 years of age who has a high aptitude and will require a work permit. The rest of the jobs will meet the same requirements except a high aptitude.

It must be pointed out that the other positions are also educational, but not as difficult, although they do have some value such as teaching responsibility and working with people.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Haslett Hardware

   Address 1495 Haslett Rd. Haslett, Michigan

2. Name of Person Contacted Don and Marge DeNike

   Position or Title Owners

3. Date of Interview 7-31-69 Phone 339-8859

4. General reaction to Extended School Year and nine week term concepts:

   Mr. and Mrs. DeNike were not too enthusiastic about the program. They felt that it would be hard placing the students in the winter and that the program would be good for the teachers, but not the students.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   All of the opportunities existing in a retail hardware store.

Additional Information from Interview:

A work permit will be necessary. A combination of pay and credit will be given, with instruction given at the store. No minimum time was given for the work experience. The student qualifications were to be decided at the time of employment. Workers should be at least 16 years of age. The legal aspects must be looked into.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Wicker World

   Address 4692 Okemos Rd. Okemos, Michigan

2. Name of Person Contacted Mrs. Richard Manwaring

   Position or Title Owner

3. Date of Interview 7-28-69 Phone 351-4944

4. General reaction to Extended School Year and nine week term concepts:

   The program seems to be the only solution for the better utilization of the staff and the schools.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   On the job experience of every aspect of a small retail store.

Additional Information from Interview:

A work permit will be necessary and the student will receive a combination of school credit and pay to be worked out at the time of employment. The legality must be worked out before the job is started.

The student should be female and at least 16 years of age. Instruction will take place at the store for at least six months to make it worthwhile.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Haslett Pharmacy

. Address Shop Town Haslett, Michigan

2. Name of Person Contacted Mr. Mallchek

Position or Title Owner and Manager

3. Date of Interview 7-29-69 Phone 339-2660

4. General reaction to Extended School Year and nine week term concepts:

Mr. Mallchek thinks that such a program is inevitable, but he is not sure that Haslett is ready at this time to join such a program.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

Pharmacy Aide

Clerk

Stock Boy

Additional Information from Interview:

If the year around school is adopted, Mr. Mallchek will adapt his program to it. The programs will be similar to that of the Co-op program new in effect. A work permit will be necessary. The credit and pay will have to be worked out. Instruction will take place at the store. The skills and abilities were left open along with the minimum age. The legal points should be looked into.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization YMCA

   Address 301 W. Lenawee Lansing, Michigan

2. Name of Person Contacted Mr. Earl Cruthis

   Position or Title Assistant Exec. Director

3. Date of Interview 7-1-69 Phone 489-6501

4. General reaction to Extended School Year and nine week term concepts:

   Mr. Cruthis feels that the school should be used year round and that the program is a fine idea.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) Camp Counselors

   (b) Switchboard Operators

   (c) Arts and Crafts

   (d) Swimming Aides

   (e) Cook Aides in the Kitchen

Additional Information from Interview:

In this institution it was felt that since the student will work for school credit and be instructed at the institution a work permit would not be necessary until the time of paid employment. Any student from Freshman on up that shows responsibility and a willingness to work is qualified. The legality must be completely worked out for both the school and the YMCA.

The possibility of winter camp was discussed. The YMCA is very interested and would be willing to place any students that they have room for.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Ingham County Extended Care Facility

   Address Dobie Rd. Okemos, Michigan

2. Name of Person Contacted Miss Barbara Wines

   Position or Title Community Relations

3. Date of Interview 7-17-69 Phone 332-0801

4. General reaction to Extended School Year and nine week term concepts:

   Miss Wines feels that the program is a very good idea and she is all for it. She feels it is very possible to use students at the Extended Care Facility.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) Housekeeping

   (b) Nurse's Aide

   (c) Readers

   (d) Arts and Crafts

Additional Information from Interview:

A work permit will be necessary. The student will be instructed at the Facility by the staff and will receive school credit for their work. Six months is the minimum amount of time that a student should work there for it to be a worthwhile program. The worker must be at least 14 and he must be willing to work. There are no other specific qualifications. The legal points must be checked into.

The Facility is more than willing to take students and are very interested in the program.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Boys Club of Lansing

   Address 1235 Center St. Lansing, Michigan

2. Name of Person Contacted Gilbert Hill and John McKinney

   Position or Title Program Directors

3. Date of Interview 7-16-69 Phone 487-0723

4. General reaction to Extended School Year and nine week term concepts:

   Mr. McKinney was involved in a similar program with college students which worked out fine. Mr. Hill felt that the program could work with the Boys Club.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) Arts and Crafts

   (b) Electronics

   (c) Wood Shop

   (d) Photography

   (e) Physical Education (any area)

Additional Information from Interview:

The work permit would not be necessary because the students receive school credit for their work. Instruction will take place at the Center. Any student 14 or over is welcome. If the student has a special interest he should tell the Center and they will put him in that area. The legal points must be checked into.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization E. Lansing Chamber of Commerce

   Address 210 Abbott Rd. East Lansing, Michigan

2. Name of Person Contacted Mr. Leland Bassett

   Position or Title Exec. Director

3. Date of Interview 7-21-69 Phone 332-0511

4. General reaction to Extended School Year and nine week term concepts:

Mr. Bassett feels that the program is a good idea and is willing to help the program in any way he can.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

There are opportunities in East Lansing, but a few problems must be looked into. The first is the Federal Minimum Wage Law. Is it possible to employ the student and only give him school credit and not full pay? With the availability of good part-time help from MSU the placement of students is going to be impaired. Also, there is the definite concern of whether the student will stay in the community and be beneficial to the program. All these points should be considered when the small businessman is contacted in the placement of students.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Jacobson's

   Address 115 E. Grand River East Lansing, Michigan

2. Name of Person Contacted Mr. Francis and Mrs. Harke

   Position or Title Assistant Manager; Personnel Director

3. Date of Interview 7-29-69 Phone 332-6503

4. General reaction to Extended School Year and nine week term concepts:

   Both persons thought that the program is a good one and said that Jacobson's would be willing to help.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) Stock Boys

   (b) Wrapping Packages

   (c) Receiving

   (d) Mail Room

   (e) Maintenance

   (f) Sales (after having proved oneself)

Additional Information from Interview:

A work permit is necessary with the student receiving a minimum wage along with school credit. The student will be instructed at the store, although some guest lecturing at the school by the store personnel might be arranged. When a student is assigned to this store it is to be for at least one year and two years, if possible. The student should be very interested in the retail store. Students should have the ability to pick up instruction quickly, have an outgoing personality and they should be at least 16 years of age. The legal aspects should be checked out fully.

COMMUNITY RESOURCES AND THE

EXTENDED SCHOOL YEAR

1. Name of Institution/Organization Lansing General Hospital

   Address 2800 Devonshire, Lansing, Michigan

2. Name of Person Contacted Mrs. Patricia Munshaw

   Position or Title Director of Education and Development

3. Date of Interview 7-29-69 Phone 372-8220

4. General reaction to Extended School Year and nine week term concepts:

   Mrs. Munshaw could see extensive opportunities and advantages to the extended school year. The nine week term would fit into their programs and expectations for an extended school year.

5. What specific opportunities exist for cooperation between our schools and this Organization/Institution?

   (a) Health Care Experiences

   (b) Pharmacy

   (c) Nursing

   (d) Laboratory Experiences

   (e) Bookkeeping

   (f) Clerical

      1. Filing
      2. Typing
      3. Shorthand

   (g) Maintenance Engineering

Additional Information from Interview:

Depending on the experience offered there is a possibility that work permits will be needed. In conjunction with work permits there will be opportunities for credit and monetary reimbursement.

Lansing General will provide instructional personnel in the hospital and to a limited degree in the school. Transportation would have to be provided by the school or the student. For most experiences (4) four hours per day for (6-9) six to nine weeks would be necessary. Morning would be most favorable seventy per cent of the time.

Lansing General can handle twenty to thirty students (boys, as well as girls) who have an interest. In the medical area a science background would be helpful, but not required. Ninth through twelfth grades are suitable. Liabilities are present and are being explored.

VII. SUMMARY AND RECOMMENDATIONS

Summary.

In the brief time available to the Extended School Year committee, it has examined many implications which could be expected to result from adopting the ESY concept. The committee, through a series of "hearings" with teachers and department heads of the three high schools, has examined the existing curriculums and found them wanting. Students are adequately schooled but not adequately educated. In attempting to educate students within the confines of traditional classrooms, the schools can only rely upon the best simulations which each teacher can provide. To represent the real world, as the students knows it to exist, requires real world settings.

Pleas for "relevancy", even though the term may not be clearly defined by all students, go largely unheeded except in the most cursory ways. If relevancy implies the opportunity to be a part of the "action" occurring in the real world, then schooling with its restrictions on interaction with anything other than simulated settings is not relevant and is found wanting.

The Extended School Year has been studied to determine its potential not only to provide new enrollment options involving the summer period but also to change the narrow concept of high school to a broader concept of secondary education. Education implies increased opportunities to expand the experiences of the learner in ways which better guarantee that his outlook, as well as his intellect, be broadened within a reality context. The ESY committee is convinced that secondary education offers unique opportunities for permitting students to savor the excitement, and

the frustrations, of participating in experiences which extend beyond the classroom confines.

Thus the Extended School Year was conceived as a modification of traditional high school programs to include such things as:

1. movement to a school year composed of five nine weeks terms,
2. the introduction of travel and work-study experiences into the "credit" structure of the existing curriculums,
3. the addition of a fifth (summer) term to permit additional student attendance options, and
4. increased interdistrict cooperation in the areas of planning, facilities utilization, transportation sharing, and the interdistrict attendance within courses.

Modifications of student scheduling were examined in view of their potential to permit more individualized attention to the composite educational experiences which would comprise each student's academic program.

The committee has summarized the course offerings which currently constitute the experiences from which students now choose their high school experiences. In addition, a list of proposed educational experiences has been tendered for study by the professionals in each of the school districts to determine their potentials for improving the quantity and quality of experiences from which students might elect their academic careers.

The introduction of such far-reaching changes in secondary education must carry with it many implications for students, teachers, counsellors, administrators, parents, and the community at large. As a part of its charge, the ESY committee has talked with local teachers, administrators and counsellors, and it traveled to several school

districts in the state which have adopted some similar innovations within their curriculums. As a result, many implications have been identified. Some of the implications will be viewed as desirable and others as undesirable. The balance between the two seems, to the committee, to be in favor of change. However, the committee also recognizes that final adoption will rest with the analysis ultimately made by Boards of Education, faculties, and communities. Hopefully, the committee has provided information sufficient to the decision task. To assist in the decision, implications for students, parents, and the community have been included.

Not the least of the implications are the logistic ones. The committee has made no assessment of the willingness of the districts and their patrons to invest personnel, money, time, and facilities in bringing the ESY concept to fruition. However, professional educators are usually more willing to make investments in improved programs than are their publics. The amount of investment required will be determined largely by the degree to which the Boards of Education wish to become involved in implementing the Extended School Year concept. The report prepares the Boards to measure the consequences of implementing all or a part of the total program by outlining the required resources necessary to achieve success in the implementation.

Finally, the extension of educational experiences cannot be achieved without a new relationship emerging between the schools and the community resources which constitute the functioning reality of local society. If experiences are to be extended into the real world

setting, the cooperation and enthusiastic support of the school's real world partners are required. To assess community willingness to assist in educating secondary students, the committee contacted many agencies and organizations. The support was encouraging, and although the limited manpower of the committee could not identify enough educational spaces to satisfy the expected demands of all secondary students in the three districts, the sample of contacts was broad enough to indicate that adequate community support could be expected.

Recommendations

1. The committee, with full recognition of the multitude of problems inherent in the adoption of ESY, recommends that the three Boards of Education adopt some form of ESY. The resources available to the districts vary widely. The need for a quality education among the students within the districts does not vary so widely -- each student in each district can have a better educational program than he now receives if ESY is fully or even partially adopted. There seems to be little excuse for not providing better educational programs whenever it is possible to do so.

2. Recognizing that some priorities exist in the consumption of resources available to accomplish the educational task, the committee recommends that the initial assignment of resources be made to implement the nine-weeks term concept. The movement to nine-weeks terms is possible without additional state aid, and it is prerequisite to other innovations (i.e. the addition of a fifth [summer] term]. If no other part of the ESY study is implemented, the committee believes

that the change to nine weeks terms justifies the assignment of resources to accomplish it.

3. The major corollary to nine weeks terms is not the addition of the fifth (summer) term but the addition of related travel and work-study experiences into the curriculum of secondary education. Therefore, the ESY committee urges that each district examine, individually and in concert with each other, the desirability of incorporating such experiences into departmental offerings. That such experiences can be offered has been proven feasible through this study - that such experiences are desirable enough to constitute incorporation into academic programs must be decided by the districts. The committee is unanimous in their belief that the related travel and work-study experiences are crucial to the improvement of secondary education.

4. Recognizing that the three districts are already levying some of the most burdensome taxes in the State, the committee cannot disregard the reality of the financial conditions within the districts. Without financial assistance from the state level, it is doubtful that the fifth (summer) term can be implemented except on the fee basis now being used. Fees are discriminatory and would become even more unfair to the student who elected to remain out of school during a quarter when "free education" was provided for him only to find that he had to pay for the right to return to his education in the summer term.

5. The ESY study has been conducted by teachers and students from within the three districts involved. These same teachers and

students return to their positions in the fall. The positions are not those from which policy decisions are made. Therefore, this study must be returned to the decision makers, Boards and their executive officers, for implementation. Further actions should proceed through existing channels of staff review, community information, student response, etc. The longer the study remains as an *ad hoc* report, the longer the advantages will take to be realized. Secondary principals, counsellors, department heads, and superintendents must immediately mobilize their information and assessment capabilities to proceed toward a rather immediate decision on the most appropriate method for implementing the program.

In preparing the implementation strategy, the committee sees need for the administrative structure to answer the following questions:

a. If the program is to be adopted for introduction in September, 1970, with student enrollments in April, 1970, how soon must the required planning be instituted?

b. When and in what order should principals, assistant principals, counsellors, department heads and teachers become involved with the planning process:

c. What should be the nature of the distribution of the ESY report for study by staff members? by department heads? by counsellors?

d. How can the orientation periods be used in preparing staff for decisions, planning and implementation?

e. What kind of feedback will be sought from staff members? Will they participate in the decision to implement or not to implement or will they be engaged only in the decisions of how to implement once implementation has been decided by Boards and administrators?

f. How will teacher planning occur? What is the role of in-service days? How will final contacts be made with community agencies?

g. How will interdistrict planning be accomodated among those districts which plan to accept the same parts of the proposal? How and when will interdistrict departmental meetings be scheduled?

h. How will the report be made available to the communities? What will be the role of parents in the decision to implement or not to implement? How will public information sources be used to explain the innovations?

i. How will staff conflicts be resolved? i.e. acceptance of the concept of un-grading subjects, prerequisites, elegibility for enrollment, etc.

j. How will Boards be kept informed of the progress of the staffs as they work toward implementation? How will tri-district meetings be arranged?

k. How will students participate in the decision making machinery? How will they be kept informed? How will new subject descriptions be prepared? When will course information be made available. What new relationships need establishing with computer operations to accomodate changes in student programing?

Obviously the list of questions is almost endless, and the committee was tempted to provide answers to many of them. However, the utilization of existing machinery seems to be important. The committee does urge that every effort be made to reach decisions, by whatever means, concerning implementation as rapidly as possible. Experiences in other districts make it clear that adequate lead time is important to the smooth functioning of the program.

6. Many of the recommendations, if implemented, would result in drastic changes in the roles played by teachers. The committee recognizes that not all teachers will be equally enthusiastic about adopting programs which require them to modify a comfortable professional style. Resistance to role change is expected to be minimal in view of the support received from teachers who participated in the "hearings". However, some changes will be dramatic and will need sympathetic understanding by teachers, administrators, and Board members. For

example, the question of salary changes for accepting a contract of five terms will not be easy to resolve.

a. Are five terms 25 percent longer than four terms and thus deserving of a 25 percent increase in salary?, or

b. Should teaching five terms (225 days) be worth a 12.5 percent increase in salary in those districts already on 200 day contracts?

c. Should the rate of increase for teaching the same number of additional days vary from district to district depending on the number of days in the current master contract? i.e. Haslett teachers would have their contractual year extended a larger percentage from their existing contracts than would Okemos teachers.

These kinds of questions and a host of others relating to changes in working conditions will be of concern to teachers. The ESY committee recommends that existing negotiating machinery be used to resolve the problems. However, the committee assumes that the improvement of educational opportunities for young people is the highest priority of both faculties and their Boards of Education, and that both groups will raise the minimum number of roadblocks to the implementation of the program. Penurious behavior on the parts of Boards and short sighted, self-protective restrictions on the parts of staffs will strain the freedom to innovate and will abort the program before its birth.

7. The three school districts, should they elect to adopt the program, need to embark upon political campaigns to solicit support for modifications in the State Aid Act. Without changes, the program cannot be fully implemented. A modification in the Act to pay aid for a student regardless of when they are enrolled in educational programs would do much to resolve the financial difficulties inherent

in accepting the ESY programs. It would seem possible that movement away from the "Fourth Friday Count" would also be advantageous if it would permit the districts to receive aid for students who enter new dwellings completed in months after September. In any event, aid for academic programs in the summer months is necessary if the fifth (summer) term is to be added. Without the addition of the fifth term, the number of options available to students is severely restricted.

APPENDIX

A

HISTORY OF THE ALL-YEAR SCHOOL A PORTION OF A PAPER FOR THE UTICA SCHOOLS

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PROPOSALS ON THE ALL-YEAR SCHOOL

This paper is organized to present a brief historical review of the development of public summer schools; a review of various proposals for extention of the school year; a description of a voluntary summer school program; and issues which need to be discussed by the Utica staff prior to the development of an all-year school program.

Definition of All-Year School

Some confusion exists over the use of various terms for describing the so-called all-year school. For the purposes of this paper the all-year school is a general term which describes any one of several plans wherein the school or schools of a particular school district are in session beyond the regular school-year term. Therefore any extension of the regular school program which goes beyond the traditional 9-10 months schools may be considered an all-year school.

A Brief Historical Review of the Development of Public Summer Schools

The practice of an extended school vacation during the summer months is a deeply imbedded American tradition. School plants in some forty thousand districts are idle while a million plus teachers are temporarily unemployed.[1] The Hechingers have labeled the nine-month school year as a "relic of the past" and predict that most schools will cease placing barriers before children wishing, for whatever reason, to attend school during the summer.[2]

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[1]American Association of School Administrators, Year-Round School (Washington, D.C.: American Association of School Administrators, 1960, p.1.

[2]Grace Hechinger and Fred M. Hechinger, "Should School Keep All Year Round?" The New York Times Magazine, January 24, 1960, p.9.

The first summer school. The first summer school on record in the United States was established by the First Church in Boston, Massachusetts, in 1866.[3] During the earlier part of the ninteenth century, however, it was not at all unusual for some rural children to attend school in the summer but as a replacement for time lost to severe winter weather. A second school soon followed in Providence, Rhode Island. In 1894, the "Association for Improving the Conditions of the Poor" established summer schools in New York City. Two years later in Chicago, Illinois, the Civic Federation, replaced by the Chicago Women's Club in 1898, started summer vacation schools. The trend spread rapidly. In Pittsburgh, Pennsylvania, it was the "Civic Club"; in Rochester, New York, the Women's Educational and Industrial Union was the responsible agency.[4]

There is some indication that agencies wishing to sponsor these vacation schools did not receive the full cooperation from local boards of education. The first public schools in which the summer program was actually incorporated into a school system were in 1897 in New York City, and in Chicago and Providence in 1900.[5]

Vacation schools. The earliest of summer schools, or "vacation schools,"[6] were founded primarily "with the idea of counteracting the harmful effects of idleness and the influence of the city streets on children of school age."[7] These schools, first developed and fostered by churches, philanthropic

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[3]Willis Howard Reals, A Study of the Summer High School, No. 337 (New York: Teacher's College, Columbia University, 1928),p. 71.

[4]Charles O'Dell, Bulletin, No. 49 (Chicago, Illinois: Bureau of Educational Research, University of Illinois, 1930), p. 11.

[5]Ibid.

[6]Ibid.

[7]Flint Public Schools, An Analysis of the Four-Quarter Plan of School Operation (Flint, Michigan: Department of Research and Statistics, August, 1955), p. 5. (Mimeographed.)

societies, and social workers, did not emphasize academic learning, but instead, were intended to keep children busy. As the vacation schools were gradually controlled by boards of education, programs became more academic. Perry gives an interesting account of a vacation school circa 1910. Among the courses offered were basketry, shoemaking, chair-caning, embroidery, millinery, and nursing.[8]

Early enrollment trends. O'Dell made a comprehensive survey of summer schools in Illinois in 1929.[9] He found that 5 per cent of elementary students were in summer-school attendance. The length of the term varied from three to twelve weeks with half of the schools operating for six weeks. A three and one-half to four-hour session was popular, and 86 per cent of the schools surveyed gave credit for summer work. Entrance qualifications were apparently in vogue as 14 per cent of the Illinois schools admitted students who had failed, 56 per cent admitted those who "wished to gain time," and 70 per cent of the schools admitted those who had been ill or "Out for other reasons." The median tuition fee was fifteen dollars per credit; the tuition range was from five to thirty-five dollars per credit. In 1929, ninety-four, or 17 per cent, of Illinois secondary schools offered summer courses while four hundred fifty-one, or 81 per cent, did not.[10]

Of interest are the reasons cited by O'Dell to explain the increased summer-school attendance in 1930:

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[8]C.A. Perry, Wider Use of School Plant (New York: Russel Sage Foundation, 1910), p. 121.

[9]O'Dell, Op. Cit., p. 24.

[10]Ibid.

> The movement for reduction of child labor, the increased use of labor-saving machinery which rendered the services of children less helpful on the farm, and the general social tendency for the family to assume less and the state more responsibility for children, have all contributed to bring the question of summer work in public schools into greater prominence.[11]

In his study of the summer high school, Reals reported that when the success of summer-school pupils who were promoted to advanced work was compared with that of non-summer high school pupils during the regular session, there was "no instance of a significant difference in favor of summer high school pupils.[12] When the non-summer school students did a little better during the regular session, Reals attributed this to "better new material." He found also that at the time of his study about 30 per cent of students were idle during summer vacations, again a situation aggravated by existing child labor laws. Reals concluded that the "facilities of the summer high school could well be extended to provide for these pupils."[13]

A growing concern for summer programming. Through the 1930's, summer schools grew rapidly in number, were increasingly operated by local school boards, and became more academically oriented. More and more subjects offered during the regular session were introduced in the summer with the needs of educationally retarded children receiving increased attention. The concern for community recreation activity flourished together with the development of summer instructional programs.

During the 1940's and early 1950's summer-school growth was continuous but unspectacular. There was, however, still a strong affinity for traditional programming. In 1953, Johnson emphasized the educator's awareness that learning experiences defy being "calendared":

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[11] Ibid., p. 9.

[12] Reals, Op. Cit., p. 78.

[13] Ibid.

In considering the question of twelve months of school, one is, of course, immediately confronted with tradition which has, through the years, set the school calendar not on the basis of a sound educational practice, but rather upon the basis of what has happened in the past. In our modern concept of the learning process, we conceive education as being a composite of all the learning experiences to which a pupil is subjected. These learn-experiences cannot be calendared into any specified period of time. Our traditional way of setting our school calendar with the three months of June, July, and August for a vacation period is not the result of sound educational thinking, but one of expediency carried over from the days of our past when it was necessary that the youth of the family be available for farm work during the season when crops had to be tended. This need has long since passed from the picture in most areas of our country, but we in education still continue to serve the master that demanded this time many years ago.

There is an increasing awareness on the part of laymen and educators that, if we are to do an adequate job of educating our youth, we are justified in examining the possibilities of a twelve-month school year rather than the traditional school year we are at the present following.[14]

There is some evidence that a few communities identified the uniqueness of summer-school operation, and had not only considered it a logical extension of their regular session, but also had encouraged instructional experimentation during the summer in order to enhance and enrich the regular-session program.

Stonecipher was among the first in the late 1950's to recognize the inherent value of intelligent summer programming to a community:

> Summer-school work furthers the educational purposes for which a school system exists. It enables young people to use their time to advantage in the summer season and still leaves them a month of school-free time. The additional cost per unit of credit is much less than the costs of the regular school year. To the extent that summer study reduces retardation or accelerates graduation, the school district gains. It enables students to accelerate or to catch-up, or, in rapidly increasing numbers to enrich

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[14]Rulless, D. Johnson, "What are the Evidences of Need for All Year-Round Educational Program?" The Bulletin of the National Association of Secondary-School Principals, Vol. 37 (Washington D.C.: National Association of Secondary-School Principals, April, 1953), pp. 325-6.

> and supplement their school program. The summer program needs to be kept on a relatively simple, easily administered inexpensive basis. It is easily possible that the time is ripe for a much enriched summer educational program and that our constituents will welcome such extension.[15]

The summer school, once justified both educationally and economically, apparently lacked direction until the past decade when voluntary summer programming was identified as having promise for the future. The statement of the American Association of School Administrators is representative of the thinking which prevails in current literature:

> In the voluntary summer program, many of the traditional regulations that tend to restrict the pupils' work during the regular school term would be removed. It would be an opportunity for exploration, for experimentation, for reaching out above and beyond the boundaries of the normal classroom operation. It would truly add new dimensions of quality to the instructional program.
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> More school systems each year seem to be moving in the direction of extending the school program in to the summer months in one form or another. The summer remedial, avocational, recreational, enrichment type of program answers a great many of the needs of school systems, for it lends itself to maximum flexibility and adaptation to local needs and provides for many enrichment activities which cannot reasonably be included in the regular school session. Opportunity is provided, too, for adult planning and participation in the school program and for extended adult educational activities. The additional cost involved, which is the primary drawback of such a program, can be justified on the basis of greater educational opportunity for all people concerned.[16]

The most prevalent school organizational pattern in the United States is still that of the nine-month school year. As reported in a recent study by the Association for Supervision and Curriculum Development: "The organizational pattern for the present-day school must be reconsidered and revised

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[15] J. E. Stonecipher, "How Can Summer Schools Improve the Total School Program?" The Bulletin of the National Association of Secondary-School Principals, Vol. 42, No. 237 (Washington, D.C.: National Association of Secondary-School Principals, April 1958), p. 34.

[16] American Association of School Administrators, op. cit., pp. 12-3.

in keeping with the needs of today's world.[17] Of further interest is the predictive study by Trump who stated:

> Improved utilization of school facilities and teachers will mean that schools will operate more hours each day, more days in the week, and more weeks in the year. This extended schedule will not require teachers to work a longer day or six days a week. But those who are willing to work longer hours will be able to do so and receive higher salaries. Students will have greater opportunities and more flexibility in their studies because school facilities will be available for more time.[18]

Contemporary Literature on Summer Schools

Most of the articles in recent literature deal with the experiences of the writers in their particular summer program. Apparently, the purpose of these writers is simply to present a description of the summer school. The real value of these articles lies in encouraging administrators to venture into summer program.

In 1959, Meridith Parry discarded the idea of dropping non-academic courses to meet present day needs.[19] In its place, he suggested the use of summer school to broaden the curriculum. He contended that the proper use of what was available, that is summer school, could add quality, quantity, and opportunity to the educational programs. As for the benefits derived from this type of program, Parry stated: "There is no pretense that any benefits other than those of the classroom are planned or expected."[20]

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[17]Gloria Cammarota et. al., Extending the School Year (Washington, D.C.: Association for Supervision and Curriculum Development, 1961), p. 2.

[18]J. Lloyd Trump, Images of the Future (Washington, D.C.: National Association of Secondary-School Principals, 1959), p. 26.

[19]Meridith Parry, "Use Summer School to Broaden Your Curriculum" The High School Journal, 42, January, 1959, pp. 116-20.

[20]Ibid., p. 116.

A summer program in Glencoe, Illinois, is designed to be a "custom-made, in-service program to promote growth in teacher competence and to give children opportunities for specially designed activities that provide enrichment and special help."[21] Teachers under this plan are contracted for twelve months; eleven months of work and one month vacation with pay. New teachers are expected to spend one summer in four at school; the other three can be spent in advanced study, travel, or other activities.

In 1962, the Educational Research Service[22] surveyed 247 randomly selected schools for the purpose of studying summer school programs. It was found that many programs are being established and others which have had programs for many years are in the process of revision and expansion. One-fifth of the schools studied had no program prior to 1958. Schools were asked to indicate what types of opportunities were provided students for make-up work, remediation, acceleration, and enrichment. It was found[23] that elementary pupils could take remedial work in 8 per cent of the systems, enrichment in 56 per cent, and make-up in 40 per cent. Opportunities for junior high students showed 56 per cent in the areas of make-up and remedial work, and 60 per cent reported enrichment offerings. At the senior high level, 90 per cent of the systems listed make-up opportunities, 85 per cent listed enrichment, and 75 per cent listed remedial work. It was reported that acceleration opportunities were negligible at elementary and junior high leve's, but, "A significantly larger number permitted senior high students to take summer courses to hasten their progress toward graduation.[24]

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[21] "Glencoe's Summer Program Has Two Aims: Competence and Enrichment," Nation's Schools, 64, October, 1959, pp. 58-63.

[22] Educational Research Service Circular, "Summer School Program: Opportunities and Trends," No. 4, 1963, pp. 1-45.

[23] Ibid., p. 4.

[24] Ibid., p. 4.

The greater majority of the systems operated summer schools for elementary through senior high students. Evidence further pointed out that the more popular length of the summer school term was from six to eight weeks for all grade levels. Length of the school day[25] for elementary students was from three to four hours for most schools reporting. Half of the junior high schools reporting stated their day was four hours long, while one-third reported longer days. At the senior high level, 55 per cent of the responding schools reported four hour days, while 32 per cent had a longer day.

Some question regarding what administrators mean by labeling opportunities as "enrichment" was pointed out in this study.

"Many of these newer summer offerings are labeled 'enrichment': The Educator's Encyclopedia defines this term as 'expansion of the educational program at the same instructional level by the provision of wider learning experiences than would be required to fulfill the basic program.' As interpreted by the respondents to this survey, however, the term apparently is applied more broadly.

It is true that in most schools, enrichment activities are not offered for credit. They are opportunities for youngsters who want and need a challenge beyond what they receive in ordinary academic courses to develop their skills and competencies. A few schools, however, list as 'enrichment' their credit courses giving advanced work in such areas as science and math. Some seem to consider as enrichment their recreation programs which include such activities as games and swimming."[26]

Other trends[27] pointed to by this study include the following: (1) School administrators perceive their summer programs as extensions of the regular school year; (2) Students are allowed to take required subjects in summer

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[25] Ibid. p. 3.

[26] Ibid. pp. 44-45.

[27] Ibid. p. 45.

school so that electives could be taken during the rest of the year; (3) Subjects heretofore considered rare are becoming more common. These subjects include "...honors courses for gifted students, drafting, rapid reading, study skills, and classes designed to help the college-bound student develop study and reading habits geared to college requirements."[28] Non-conventional curriculum languages such as Chinese and Russian, television classes, experimental teaching techniques, and counseling-guidance are now, or are fast becoming, part of the summer school program.[29]

An elaboration of the uses of counseling for specific student problems is provided by Hickman.[30] In a pilot study, drop-outs were brought back in summer for intensive counseling and development of academic skills. Hickman reports that when these students are properly motivated and given an opportunity to study in small classes, there can be significant student achievement.

In passing it might be worth noting that the attitude of many school superintendents are opposed toward the extending of the school year. Further, it may be that this attitude is becoming even more negative. In a 1958 national study of the opinion of school superintendents, 65 per cent of those responding were in favor of lengthening the school year; 33 per cent favored maintaining the present school year; 2 per cent had no opinion. They suggested that the number of days added to the school year be increased from two to a hundred days; the largest group, 26 per cent, favored an increase of twenty days. Six years later, they were asked if they favored an increase of the school year. The per cent of superintendents favoring a year-round school with one-fourth of the pupils on vacation each quarter and the teachers on a twelve-month contract

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[28] Ibid., p. 45.

[29] Ibid., p. 45.

[30] Ralph C. Hickman, "The Drop-outs Did Come Back," California Education, Vol. II, No. 4, December, 1964, p. 8.

with a two or three week vacation, 67 per cent said that they were not.[31]

Furthermore, in 1961 when a study of the attitude of parents toward increasing the school year was conducted a heavy majority was opposed. For elementary school pupils, 70 per cent were in opposition to a longer school year, 26 per cent in favor, and 4 per cent had no opinion. For secondary pupils, 64 were against a longer school year, 31 per cent in favor, and 5 per cent had no opinion.[32]

As the contemporary articles indicate, summer school may seem to be a practical solution to many current educational problems. Such problems are high student enrollment, new construction, unimaginative curricula, aid to the deprived and problem student, and enrichment of educational opportunities. These are seen as more soluble with proper use of summer months.

A REVIEW OF PROPOSALS FOR EXTENDING THE SCHOOL YEAR

The four-quarter school. The original four-quarter school was initiated in Bluffton, Indiana, in 1964, and became most popular in 1925 when about a dozen systems adopted the plan. National Education Association records indicate that no area is currently on the four-quarter plan, although schoolmen in several cities have had extensive studies in the previous decade. A comprehensive report was developed by the Cincinnati school system as recently as 1958.[33]

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[31]Nation's Schools. "All Year School Can Wait, 2 of 3 Schoolmen Assert." Sunday Tribune, April 16, 1961.

[32]George Gallup, "Parents Veto Longer Terms for Pupils." Minneapolis Sunday Tribune, April 16, 1961.

[33]Cincinnati Public Schools, The Four-Quarter School Year--A Status Report with Pertinent Applications to Cincinnati (Cincinnati, Ohio: Department of Research, Statistics, and Information, August, 1953), p. 76.

Typical in the development of the four-quarter plan was the 1932 story of the Ambridge, Pennsylvania, Vocational High School as recorded by its principal.[34] Faced with overcrowded classrooms and reluctant to accept half-day double sessions, the community, according to Irons, implemented a four-quarter plan. It was not primarily a plan of failure-removal or pupil acceleration but an attempt to solve a pressing problem of building load. Even though one-third more students could be accommodated without additional construction, salaries for teachers could be raised 20 per cent, and failures need repeat one-fourth rather than one-half a grade, the all-year cure-all never flourished as a pronounced departure from the agrarian-based school year.[35] Although recently envisioned in some areas as a practical way to meet additional enrollment without concomitant new construction, the plan has never gained wide community acceptance.[36] Dondineau's study of four-quarter plans conducted while he was superintendent of the Royal Oak, Michigan, schools is revealing of parental unwillingness to alter traditional patterns of school organization:

> In 1951 the Royal Oak Board of Education, faced with the problem of mounting enrollments and mounting costs of accomodating the growing membership, polled the parents of school children in order to get their general reaction to a twelve-month program. The responses indicated that 70 per cent of the homes favored the proposal, although 95 per cent did not want their own children to go to school during the summer months thereby necessitating a school vacation during the late fall, mid-winter, or early spring. On the basis of these results the proposal was not adopted.

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[34]H. S. Irons, "Utilizing Buildings and Instructional Materials 12 Month Annually," The American School Board Journal, Vol. 88 (March, 1934), pp. 17-9.

[35]"All Year Cure-All?" Time, Vol. 71, No. 10, (March 10, 1958), p. 67.

[36]Florida State Department of Education, The All-Year School (Tallahassee, Florida: State Department of Education, April, 1957), 13 pp.: Los Angeles Board of Education, The All-Year School (Los Angeles, California: Board of Education July, 1954), 81 pp.: Flint Public Schools, Op. Cit., 17 pp.: Cincinnati Public Schools, loc. cit.

> With membership mounting, especially at the secondary level, the Royal Oak School administration repeated its poll on October 11, 1954. They sent 2,800 questionnaires to parents of junior and senior high school students. The proposal outline substituted for the present two-semester school year four quarterly terms of twelve weeks each. Pupils would attend three of the four quarters each year, thus permitting the secondary plan to serve 25 per cent more youngsters. Terms would begin August 1, November 1, February 1, and May 1. Parents were asked to indicate in which term they would like their children's vacation.
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> How did Royal Oak parents respond? Of 1,619 questionnaires returned, 778 contained a flat 'no' to a plan for year-round school program. More than half of those voting 'yes' preferred sending their children to the three-term school year running from August through April. Only nineteen respondents favored a school term from May through January for their own children. Their main opposition to school in the summer was the complication of planning family vacations.[37]

Ogden's research further established the fact that every community which has attempted the four-quarter plan has later abandoned it, and every community which has thoroughly investigated the plan has rejected it.[38]

Under the four-quarter school there are inherent advantages and disadvantages. The most commonly held reason for the four-quarter school is the economy that might result from use of present school buildings throughout the year. Proponents of the plan claim that school buildings are not fully utilized because they are generally closed for most of the summer months. The analogy used as a criticism is that no business firm would allow its plant to remain idle for three months of the year. Simply, a school building with a capacity of 750 pupils can accommodate theoretically 1,000 pupils if the change is made to the four-quarter plan.

An increase in pupil membership would be accomplished by division of the calendar year into four quarters of twelve weeks each with four weeks

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[37]Flint Public Schools, op. cit., pp. 18-9.

[38]Clyde L. Ogden, "The Four-Quarter Plan--How Practical an Idea?" American School Board Journal, Vol. 133, (August, 1956), p. 19.

used as general non-attendance periods. A pupil would attend school in any calendar year for three quarters which may be consecutive, and be on vacation the next. Thus- three-fourths of the total pupils would be in school at one time with the other fourth on vacation. Each pupil would attend school the same number of hours and days, but vacation periods would be staggered. There would be one month of vacation for all students. This would probably occur during the month of August or else a week of non-attendance after each term.

Another reason advanced for the four-quarter school is the opportunity to employ teachers for twelve months rather than the usual nine or ten months. The full-year employment would give teachers an increased annual income which may result in less turnover of staff--a serious problem in many communities.

Other advantages include (1) pupils can graduate on schedule or graduate at a time enabling the student to enroll in college other than the fall rush period, (2) double shifts and shortened days would be unnecessary where school plants are inadequate for the numbers of students enrolled, (3) need for new buildings, equipment and facilities would be drastically reduced.

Obviously there are some disadvantages to the four-quarter plan. In communities where the plan was contemplated parents refused to participate because summer vacation plans would be in jeopardy. Most parents want their children in school at the same time, and they want them at the same time for vacation period, schools may have difficulties in the development of the four-quarter plan. With the growth of winter sports and the mobility of population, summers are no longer being considered by parents and children to be the one and only period for vacations.

School systems with small enrollments would have difficulty in enrolling

equal numbers of students in each quarter which is necessary for reasonable efficiency. Therefore, the four-quarter plan must be limited to larger school districts.

Other disadvantages are as follows: (1) most school buildings do not have air-conditioning which would be essential in certain parts of the country. Unfortunately many school buildings are old which would necessitate extensive costs for the installation of air-conditioning, (2) student activities would be difficult to administer, (3) community activities would have to be provided for those students who are on vacation during any particular quarter, (4) problems involved in the administration of an educational program which terminates four times a year calls for additional administrative and teacher efforts for scheduling, record keeping, etc., and (5) proper maintenance activities would be interfered within the four-quarter plan, (6) transportation costs per pupil would increase because there would be a decrease in the density of transported pupils, (7) teachers might experience some problems in planning for graduate work during the summer months. Without additional graduate study, the quality of teaching would undoubtedly be adversely affected, and (8) pre-school and post-school planning by the professional staff would be eliminated. Such planning would have to be carried out during school time or at the end of a teaching day thereby reducing the effectiveness of the teaching staff.

It is not at all clear that the four quarter plan will result in savings to a school district. At least a dozen school districts and two state departments of education have studied the plan carefully.

Fairfield, Connecticut, reported that a $5,000,000 building program would cost $368,750 a year which included interest, amortization of the loan, and maintenance of the buildings. They estimated the cost of operating the same schools on the four-quarter plan at $81,900 a year; a net savings of $286,850.[39]

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[39]Robert P. Bullock, "Some Cultural Implications of Year-Round Schools." Theory Into Practice, 1:154-61: June. 1962.

However, in 1957 Atlanta conducted an extensive study of the four-quarter plan and came to the conclusion that the plan would cost more to operate than building new buildings. They found that operation, teacher retirement, new buildings would not be necessary and fixed charges would be less than for a traditional school year. However, maintenance and the costs of instruction would be greater, furthermore air-conditioning would be required. Their final conclusion was that the four-quarter plan would cost $8,804,000 while the cost of the traditional school year would be $7,617,000 which included the cost of the new school buildings.[40]

Los Angeles conducted an exhaustive study of the four-quarter plan in 1954. It was concluded that the year-round school involved too much public opposition, administrative problems, and was too costly.[41]

Trimester Plan. The trimester plan calls for the division of a longer school year into three terms or trimesters. With a small increase in the length of the daily class periods, two trimesters provide the same amount of instructional time as two regular semesters.

Under this plan, the school year could begin the second week of September and terminate the third week of July. Each trimester would be approximately 70 school days. All students would enjoy a six week vacation period during part of July and the month of August. Adjustments could be made in the school calendar to conform with local industrial or business vacation patterns.

The four year trimester plan would result in the saving of one year of schooling. Most students would then be able to enroll in college or enter the labor force after three years in high school. For the slow students

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[40] Ibid.

[41] Los Angeles City School Districts' Committee to Study the All-Year School. The All-Year School. Los Angeles: Board of Education, July 1954, 81 pages.

provisions could be made to meet their individual differences by the addition of one, two or even three trimesters.

A serious question arises if the plan is extended to include the elementary schools, too. In a full trimester program it is possible to complete twelve years of schooling in eight or nine years! Careful and thoughtful planning would be needed in the development of this plan for grades K-12 so that students would not be at a disadvantage educationally and socially. This plan could be limited to the junior and senior high schools enabling the average and above average students to graduate one year earlier.

No attempt will be made to discuss the trimester plan in greater detail except to say that many of the advantages and disadvantages outlined for the four-quarter plan could be stated for the trimester plan.

At the present time there is only one public school system (Nova, Florida) planning to change to the trimester plan. Various colleges throughout the country have utilized the trimester plan successfully.

Simple extension proposals. The second departure from the traditional two-semester pattern includes those plans which simply extend the normal time limits for the regular session into a portion of the summer months. The plans are varied. Williams has proposed a two hundred-day calendar in which teachers are employed on a twelve-month basis including two hundred or more teaching days in the regular session. The remainder of the time would be confined to summer-school instruction, evaluation period, and workshops as well as a vacation with pay. "Teachers perhaps constitute the only non-self employed group which does not enjoy paid vacations."[42] Wyman suggests "combining the features of the short day and long year to 'give pupils' a good education,

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[42]Robert F. Williams, "The Shape of Things to Come," Virginia Journal of Education, Vol. 54 (February, 1960), p. 14.

teachers a full years' salary, and taxpayers a bargain in school construction."[43] He recommends a four-hour, 225-day session which would permit two shifts of four hours each and provide teachers with an eight-hour work day for eleven months.[44] Clark envisions the eleven-month school year as a compromise between the traditional session the twelve-month school concept.[45] By condensing the present twelve-year program into ten years, two additional years, apparently for enrichment purposes, could be salvaged. Christmas and Easter vacations would be lengthened while August would become the vacation month for everyone. McGrath, former U.S. Commissioner of Education, has recommended reducing vacations and fitting four years of high school into three years.[46] Cardozier recommends a ten and one-half month or 210-day school year, again as a compromise: "Teachers object to twelve-months employment--two weeks with pay is insufficient while three months without pay is too much.[47] Attempting to "Compromise with tradition"[48] these men are in agreement with the American Association of School Administrators' pronouncement that the nine-month school is "too confining."[49] These plans, varied as they may seem, all represent the single expedient of extending the traditional school calendar into a portion of the summer months.

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[43]Raymond Wyman, "Full Employment of Teachers and Schools," American School Board Journal, Vol. 135 (July, 1957), p. 25.

[44]Ibid.

[45]Dean O. Clark, "Why Not an 11-Month School Year?" The School Executive, Vol. 77, No. 7 (March, 1958), p. 61.

[46]Roger A. Freeman, "More Education for Our Money," Parade Magazine, May 10, 1959.

[47]V. R. Cardozier, "For a 210-Day School Year," Phi Delta Kappan, Vol. 38 (March, 1957), p. 240.

[48]"Do Our Schools Need More Time?" American School Board Journal, Vol. 35 (November, 1957), p. 35.

[49]National School Public Relations Association, Education USA (Washington, D.C.: National School Public Relations Association, April 16, 1958), p. 1.

APPENDIX

B

ANALYSIS OF MASTER AGREEMENTS OF EAST LANSING,

OKEMOS AND HASLETT SCHOOL DISTRICTS

CONCERNING THE PROPOSED EXTENDED SCHOOL YEAR

PRIMARY ANALYSIS

COMPLETED BY

ERNEST J. BECKER

HASLETT TEACHER

INTRODUCTION

This analysis was undertaken to explore the master agreements with the teachers of three school districts, who are studying the feasibility of a combined extended-school year. The three districts of East Lansing, Okemos and Haslett have joined hands to study the extended school year idea with the intention of providing a richer educational experience for their pupils. This report will consider the following three aspects of the teacher contracts:

1. Provisions in the three master agreements which may inhibit the extended school year
2. Changes which will be necessary to implement the extended school year
3. Recommendations.

One of the problems faced by the author in this study was the lack of up-to-date master agreements. At the present time, two districts have settled their contract but only one of the two had a finalized copy. One of the three districts had not settled their master agreement as yet. The analysis was therefore, done on one current 1969-70 school year contract and two 1968-69 school year contracts.

Teacher Rights

One of the questions that many teachers will be asking is: Will the board and administration directly or indirectly coerce or intimidate a teacher to go on a twelve month contract or to teach a particular term of school against a teacher's will. Even though there are no mandated teaching

terms contemplated, both the board and teachers should be aware of possible difficulties.

Requests for information from the board. This is an area of possible difficulty and may very well be the most important because it involves finances. All three districts have agreed in their master agreements to furnish to the teacher association, in response to reasonable requests, all available information concerning the financial resources of the district, including such things as annual financial reports, audits and etc. If the districts are facing difficulties in financing the operation of a nine-month school year, how will they operate a twelve month school year? The districts may have to convince the teachers that they can financially do such a thing before there will be acceptance on the teachers' part.

Faculty educational planning. At least one of the contracts allows faculty personnel to be involved in the initial planning of courses of study. How much will the faculties of all three districts be involved in determining what should be taught? How will this be done? Teacher in-service days are a possiblity, but will the current number of days provide sufficient planning time? Released time to a certain number of teachers from each district working together seems logical. A possibility might be a joint tri-district Curriculum Advisory Council comprised of teacher and administrative membership which would make recommendations to the joint Board on curriculum developments.

Pupil discipline. Faculty personnel have the right to expect the support of the administrative staff and Board in assisting with student disciplinary problems within the policies established by the Board. A problem may result when an instructor is teaching a course with students from all three districts and has a discipline problem with a student not from his

district. Will the teacher's board of education back him even though it does not involve a student from their district? The potential for conflict exists. Joint board agreements ahead of time would do much to clarify and minimize any problems. School attorneys should look into all of the liability aspects that might arise from the implementation of disciplinary actions taken within the framework of Tri-District Cooperation.

Teaching Conditions

Teacher's day. One of the contracts states that the teacher's day begins 8:00 A.M. and ends 4:00 P.M. Another contract states the normal weekly teaching load in the Senior High School shall not exceed thirty (30) hours, and included within said thirty (30) hours shall be a home room period, activity period and four (4) unassigned uninterrupted seventy (70) minute preparation or planning periods. The other district has professional hours. The teaching days do not coincide nor do the class schedules of the three districts. There is the possibility of some scheduling problems. However, the three districts could establish the same time schedule.

Class loads. Most of the contracts concerning class load are hazy and rely basically on whether or not the teacher, group of teachers, or association feel that the number of pupils assigned to a class are excessive. Prior agreement surely will be needed to determine desirable pupil class loads.

Class assignments. One contract indicates that a teacher be told what his teaching schedule will be by June 15 of the upcoming school year. This could cause some problems with students from three districts being enrolled in a particular class. There might be some time gaps in enrolling students from a district or districts. Also, a class might not materialize until

after this date. Another problem may be to determine who will decide on which teacher will teach or where a particular class will be taught. Obviously a tri-district committee could make these decisions.

Salary

Twelve month salary. How will teachers who elect to go on a 12-month contract be compensated? If you take the current 9-month pay scales and pro rate it to a 12-month scale seems to be a likely solution. One of the districts board of education has offered its teachers a 12-month salary schedule for the 1969-70 school year. In order to establish the extended school year, it seems obvious that the negotiation of a 12-month pay scale is a definite priority. There are, of course, economic advantages for a 12-month salary for a teacher and this may increase the retention of and the attraction of good teachers. A big question some teachers are going to ask is if the 12-month contract will deflate the 9-month contract. There will still be teachers who will want to teach the regular 9-month school year.

Loss of pay. Current contracts state that loss of pay to a teacher will be a fraction of his salary based on number of days contracted. Okemos, for example, sets their loss of pay at 1/200th of the teacher's salary. Haslett sets theirs at 1/195th. Probably the loss of pay for a 12-month teacher will be based on the total number of school days in the five proposed terms plus any days required by the boards prior to and at the end of each term.

Extra duty assignments. In two districts the extra pay for such assignments as athletic coaching, intramurals, class advisors and etc., are based on a percentage of the teachers' base salary. On a 12-month salary schedule,

the teachers' base salary will increase and the question arises will his extra duty assignment pay be based on the 12-month or 9-month contract. East Lansing has a flat rate for extra duty assignments and this may be a solution for the other two districts.

Leaves of Absence

Accrued sick leave. At present accrued sick leave for 38-week faculty personnel in all three districts is 10 days. An adjustment will certainly be needed here for teachers on a 12-month contract. Okemos has a provision in their contract where 40-48 week faculty personnel accrue 11 days per year with maximum accumulation unlimited.

Sick leave banks. The sick leave bank in Haslett calls for the teacher to contribute one day of sick leave annually. If many teachers go on the 12-month contract, additional days may be required for the bank. An MEA representative indicated that this whole area of leaves should be looked at thoroughly, because of the feeling that if a teacher teaches 12 months he may soon require professional rehabilitation.

Personal business days. Will teachers be allowed more than the current one or two personal business days a year if they are on a 12-month contract?

Sabbatical leaves. Sabbatical leaves will undoubtedly become increasingly more important to teachers on a 12-month contract. Demands placed on teachers to stay abreast of new developments in their fields will see more and more demands for changes in sabbatical leaves. Under a 12-month contract, how does the teacher find the time to take course work towards permanent certification during their first five years of teaching? They probably would have to teach four of the five sessions with one session spent in school. A teacher could pick up courses ordinarily not available during

the summer term if for example, the teacher took the winter term off for study. Evening courses and Michigan State might also be used to satisfy certification requirements.

Evaluation

Teacher evaluation. Basically, two contracts state that probationary teachers will be evaluated twice a year and in one district, three times per year. Evaluations are usually done by the building principal or his qualified administrative representative. Tenure teachers are usually evaluated at least once a year. With teachers on a 12-month teaching contract, additional evaluations may be necessary. If a teacher has students from all three districts who will do the evaluating? More than likely the building principal where the course is taught, will do the evaluating, but will the other districts be interested in these evaluations? Probably a coordinator of the extended school year program will certainly be a part of the evaluation of teachers. Also, will administrators of the three districts be able to review a teacher's file even though the teacher is not contracted to their district? At present, only the administrator in charge of the personnel file, has the right to examine the teacher's file, but only of teachers in his district.

Protection of Teachers

Complaints by parents. Whom does a parent call concerning a problem with their child when the course is taught in another district's facility and by a teacher not from the student's home district? Boards of education and administrators, in cooperation with the teachers associations, should consider the correct channels for complaints.

Liability. Assaults, negligence, damage or loss of property, are items

the board attorneys should study. There is the possibility of these things in any situation, but when students and teachers from separate school districts are involved, there needs to be a clear interpretation of liability.

Grievances

To whom are grievances forwarded by a teacher who is teaching a class in either his own or another district with students from all three districts. Two or all three school administrations could get involved in the matter. A coordinator of course, could handle the complaints at levels I and 2, before they would involve all of the administrations.

Closing of Schools

Storms or other uncontrollable conditions. Much coordination and cooperation among the three districts is essential in the case of bad weather. If one school closes because of bad weather, students from other districts would be affected. Teachers, of course, would have to be notified. This is an administrative problem that could be worked out.

Retirement

Very little is said in master agreements concerning retirement, although board policies may cover this item quite explicitly. A problem might arise if one district allows a teacher to teach until he is 70 years old and the other districts have mandatory retirement of 65. Then former district's 68 year old teacher may not be acceptable to either the faculties, administration, or parents of the other districts. A uniform retirement clause of all three districts is suggested.

Educational Policies

Each district has an Educational Policy Study Committee or a Curriculum Advisory Council which is responsible for developing recommendations in the field of curriculum, staff utilization, school design and etc. Work towards an extended school year might become bogged down with the numerous members in each of these organizations. Possibly two or three from each school's organization could get the job done. As mentioned previously, a tri-district Curriculum Advisory Council seems quite feasible.

Duration of Agreement

Okemos, at present has a two year contract. East Lansing and Haslett have one year contracts. However, East Lansing's 1968-69 contract covers a period from September 1, 1968 to June 30, 1969. There is a gap of time not covered by the contract. I am sure all future contracts will cover at least a full year. As long as each district continues to negotiate master agreements separately, there will continually be possible conflicts between these contracts.

Insurance

Workmen's Compensation. If there is the possibility that teachers will be teaching in another district's facility, which board of education will provide workmen's compensation and supplementary income if the teacher sustains an injury or occupational disease in the performance of his assignment? This should be clarified ahead of time. The logical answer to this problem would be the district to which the teacher is contracted will be responsible for their own employee's workmen's compensation.

School Year

One of the contracts states "The Board agrees that the school years for 1968-70 shall be two hundred (200) teacher days." "A minimum of one hundred eighty (180) instructional days is required by law." The proposed extended school year suggests five nine-week periods, which would be considerably more than the 200 teacher days. Master agreements will have to take into consideration the five nine-week sessions, plus any pre-school conferences and report card days. Other problems in the contract are:

1. The Board agrees not to begin classes until after Labor Day.
2. The Board agrees that the Christmas recess period shall be two (2) full weeks in duration.
3. The Board agrees to have a one (1) week Spring recess for all students.
4. Teachers shall not be required to report more than two (2) days prior to beginning of classes, or more than 2 days after the close of the student's year.

Mutual agreement among the three districts must be reached for a uniform school calendar based upon the recommendations of the extended school year study committee.

Teacher Qualifications

Teacher qualifications should be more explicit, especially the qualifications for those teachers who will be teaching courses attended by students of all three districts. The following are suggestions and are written into parts of all three contracts:

1. At least a Bachelor's degree from an accredited college or university
2. Valid Michigan teaching certificate in the field in which they teach
3. Must meet standards of the North Central Association.

Discipline

Pupil personnel. Basically, the Boards of Education expect all staff personnel to exercise sound professional judgement in employing disciplinary or punitive measures to promote adequate pupil behavior. What about corporal punishment? At least two of the districts indicate that it may be used only after milder measures have failed. There should be total agreement on this matter before placing a teacher in the position of dealing with students from other districts.

Medical Examinations

One of the districts requires a medical examination for each new staff member for the protection of pupils. Will this district require another district's teacher to have a medical examination? Tuberculin tests, are of course, required by state law and administered prior to the opening of school.

Reassignments

Reassignments might become more prevalent when and if the extended school year is adopted. This could possibly cause some problems. Reassignments might be necessitated because a teacher may or may not go on a 12-month contract. Such changes should be voluntary to the extent possible. Can a teacher be reassigned to duties involving students from other districts when such an assignment is contrary to her wishes?

Miscellaneous Items

Marking periods. The marking periods of the three districts are not uniform in terms of number and time. For example, one contract says there

will be 4 marking and attendance periods per year. With shared classes, uniform marking periods would seem to be a necessity.

Grading. Will the extended school year use letter grades or numbers? There are some differences in grading practices among the districts. Uniform grading seems necessary so that a teacher will not have to mark two or three separate ways depending upon which district the student is from. A joint committee should develop a uniform marking period and grading system.

Assignment of vacation periods. The question comes to mind is what happens if a teacher is assigned a vacation period he or she doesn't want? This could be a problem and obviously much thought must be given to this end. However, the teacher has the perogative to pursue his rights through proper channels and the grievance procedure. Unless teaching times are mandated, no problems will exist in this area.

Teacher travel. Will teachers be traveling to other schools or to places in the community where students are working or studying? What will be the mode of transportation? How will they be compensated if they use their own automobiles? Will school insurance cover the teacher?

Okemos two-week extended teacher year. There might be a problem in Okemos with the five nine-week sessions proposed by the committee studying the feasibility of an extended school year. However, the number of teachers affected at the high school level will be quite minimal.

Summary

An attempt has been made to point out some provisions of the master agreements which may inhibit the extended school year. Some changes have been recommended which may need to be implemented to help make the extended school year a success. The following is a summary list of problem areas which deserve serious consideration:

1. Salary based on 12 months as well as 9 months
2. Contract ending dates
3. Marking periods and grading systems
4. Liability and discipline
5. Leaves of absence, sick leave and personal business days based on 12 months
6. Loss of pay based on 12 months
7. Teacher evaluation
8. Communications with parents of students in extended school year classes or activities
9. Teacher files
10. Teacher qualifications and selection
11. Tri-District Curriculum Advisory Council
12. Teacher rights
13. Teaching conditions - class loads
14. Deflating 9-month contract.

APPENDIX

C

Analysis of

Variable Class Scheduling

for the

Tri-District Extended School Year Project

Prepared by

William C. Dean

Okemos Principal

The Extended School Year Feasibility Study conducted by the East Lansing, Okemos and Haslett School Districts has examined an educational program which will allow flexibility to accomodate the needs of all students. Inherent in this approach is the recognition that students are different, that the materials to be learned are different and that the kinds of spaces needed to house educational experiences vary according to the nature of the activity. This leads to the conclusion that a great deal of flexibility must be provided within the schedules designed to move students from educational activity to educational activity.

If this philosophy is to be adopted then it becomes imperative that the scheduling of students for the various educational activities be examined in light of which scheduling process will be used since the schedule of activities is an extension of that philosophy. However, the salient issue at this point, before getting into a further discussion of variable class scheduling, is, "to what degree will the philosophy of education of each District best be fulfilled by either the conventional schedule or the variable class schedule?" If a conventional schedule will fulfill the demands of the kind of learning activities a District wishes to utilize, then that process of scheduling ought to be continued. If, on the other hand, a more flexible presentation of educational activities is demanded by the District, the variable class schedule process ought to be examined.

What follows, then, is an examination of two scheduling concepts: one, the conventional, classical or traditional schedule and the other, variable class scheduling.

The conventional schedule is characterized by:

A. One day cycling. Such a schedule repeats itself each day of the week for the five school days.

B. Standard length periods of time. Each period meets for the same number of minutes regardless of the subject - matter involved. In the case of East Lansing 70 minute periods are used. Okemos and Haslett both use 55 minute class periods.

C. High levels of control over students. All students are in class, with exception of lunch, from the time school begins until school is dismissed.

There are many devices used in conjunction with the conventional schedule in an attempt to break the rigidity of its process. For example, one can put two standard periods of time together for subjects such as physics or chemistry, or use a rotating seventh period (or sixth or fifth). But the net effect of these changes still leaves the school with a basic schedule characterized by items A, B, and C above.

"Flexible scheduling" is a term with a wide diversity of application and connotation. Generally, any scheduling modification in the conventional schedule which facilitates different things happening in a school than are possible under regular scheduling conditions may be labeled "flexible". For this reason the concept of "variable class scheduling" will be used to differentiate a process which is a departure from conventional scheduling.

The variable class schedule (VCS), or modular schedule, is characterized by:

A. Five day cycling. The schedule repeats itself in five days rather than the everyday pattern of the conventional schedule.

B. No standard lengths for periods. Classes meet for a length of time determined by what is being taught, and

how it is going to be taught during any particular class meeting.

C. Students are not in formal class arrangements or study halls for all of their weekly learning experience.

D. Teachers meet students in both formal and informal groupings throughout the weekly cycle.

E. A Concept of facility use is introduced which concerns itself with what and how a subject is to be taught in any given facility at any given time.

An immediate point can be made that if a cycle repeats itself every five days, it then takes on those characteristics of rigidity inherent in the conventional schedule. This is true to some extent. The real argument lies in the amount and degree of variability introduced with the five day cycle as compared with a one day cycle. The argument must always come down to "more flexible, or more variable than what?"

Unlike the conventional schedule, variable scheduling places a priority on time structuring to fit the goals and aspirations of a particular educational program. Teachers, students or administrators may demand various time configurations depending upon the course of instruction, ability of students, desires of the teacher or other school-related factors. Time configurations are flexible in that they may be arranged in modular patterns. However, any preconceived course structure or pattern of time used throughout the week is "set" within the master schedule for the entire school year. Imaginative use of the unscheduled time granted to each student provides further flexibility of daily or weekly time. (Unscheduled time is derived by subtracting the number of modules assigned for in-class instructional time from the total modules within the school week.)

A module of time is a "period" of time and is similar to a conventional school day period. That is, a module is a period of time of some predetermined length which becomes the basic unit of instructional time; they may be considered building blocks, the basic unit of scheduling construction. The advantage of modules of time is that several modules may be combined to form varying time lengths for specific courses. The module itself may be any desired length and it in turn determines the number of modules that may be used to accumulate a given amount of time in clock hours, i.e., four 15 minute modules equals one hour.

The combination of modules provides a variability of scheduling and applies to staff utilization, number of students assigned, room assignment, ability level of students as well as time. For example, using a conventional section scheduling in a high school of 2,000 students the 500 ninth grade English students would require 17 conventional sections of about 30 students per section. The 17 sections would require 3 teachers of 5 sections each and one teacher with 2 sections. Using conventional scheduling the job is completed. In adopting variable class schedules and modules of time, the following alternatives might be available:[1]

> Teacher A may request large group instruction since this is his particular strength, so he asks for 2 modules a week for 150 students (5 traditional sections times 30 students per class) for large group, also four modules once a week for the conventional size group of 30 and 3 modules once a week for small groups of 14 - 15 students each; the instructional week for the 155 students appears in Figure I.
>
> Teacher B may feel that her strongest teaching methods fit a more conventional pattern and requests to design all 5 sections individually in similar patterns of three modules three times a week. See Figure II.

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[1]W. Deane Wiley & Lloyd K. Bishop. The Flexibly Scheduled High School (New York: Parker Publishing Co., 1968), p. 59-60.

FIGURE I

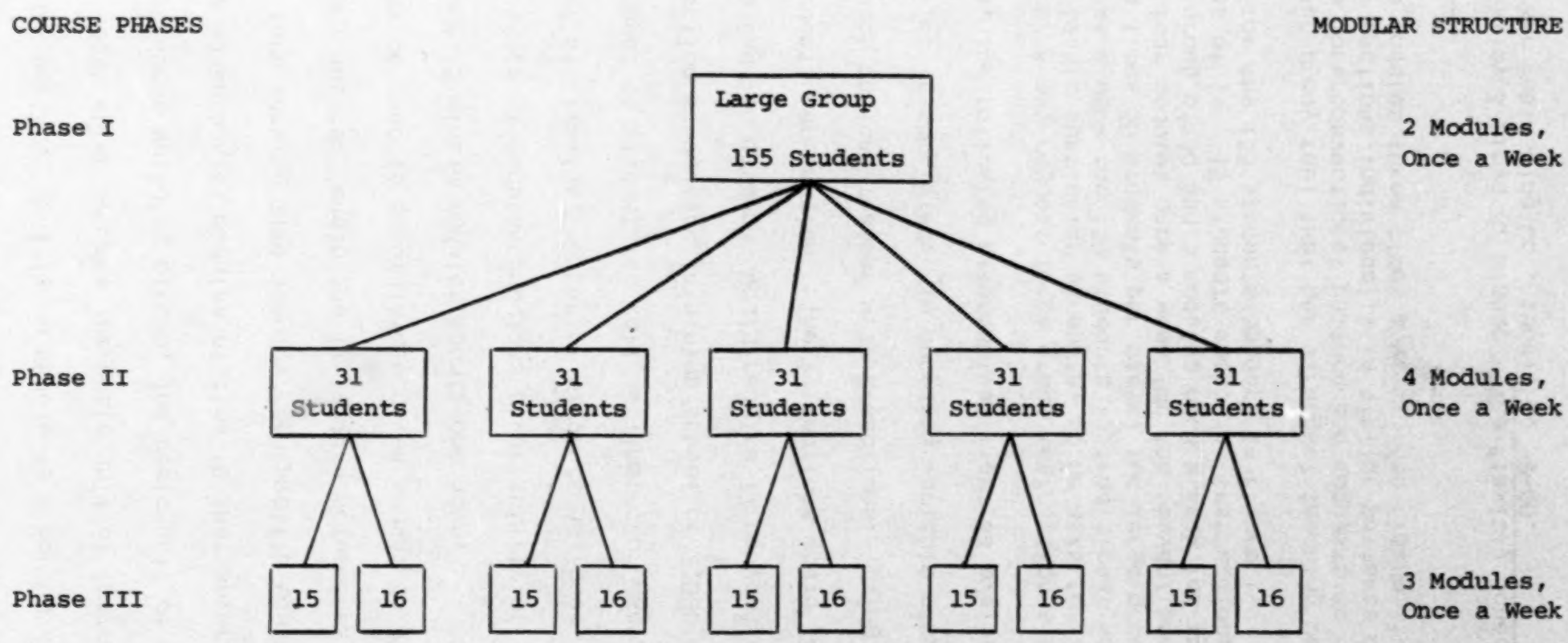
COURSE PHASES
MODULAR STRUCTURE
Phase I
Large Group
155 Students
2 Modules,
Once a Week
Phase II
31 Students
31 Students
31 Students
31 Students
31 Students
4 Modules,
Once a Week
Phase III
15
16
15
16
15
16
15
16
15
16
3 Modules,
Once a Week

FIGURE II

Represents a typical class meeting pattern

Module	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
20					

300

> Teacher C & D may form a team arrangement with the remaining seven sections. Both teachers are "tied" to the remaining 200 students in any modular time arrangement that they may desire throughout the week. Such an approach might be a large group - small group arrangement with 2 or 3 modules once a week for large group instruction and 3 modules once or twice a week for small group instruction. Rotating the large group instruction among the teachers would allow additional preparation time for each teacher. Many other types of patterns are possible under this scheduling arrangement.

Inherent in variable class scheduling is a certain amount of unscheduled time, and unscheduled time is perhaps one of the most neglected and serious problems facing schools designing V.C.S. Typically this time is designated as "independent study" or "free time" and connotes several implications, most of them, unfortunately, negative. However, to make V.C.S. functional there are four basic types of instruction which are fundamental: large group instruction, small group discussion, laboratory instruction and independent study for all students.[2]

An independent study program must have as a prime objective, for the student, that he can learn something almost anytime and nearly anywhere with or without the school; and he must come to accept more responsibility for decisions relevant to his education. To develop a definitive independent study program, then, is a corollary to developing the V.C.S. A multiphase independent study program generally is most desirable since it provides an opportunity for the student to "learn" how to use this time. Phase I typically is a "directed study" program designed to prepare students for the other phases. It provides close supervision for students who need help in developing basic, responsible study habits. See Figure III. Phase II could be called a "limited independent study" and is designed to give some guidance in planning constructive use of a student's unscheduled time. See See Figure IV. Phase III or "total independent study" is designed for selected students who are mature, self-disciplined and responsible individuals.

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[2] Ibid., p. 139.

Modules	Monday	Tuesday	Wednesday	Thursday	Friday
1	Gen. Sci.		Gen. Sci.	Fresh PE	Gen. Sci.
2	Gen. Sci.		Gen. Sci.	Fresh PE	Gen. Sci.
3	Gen. Sci.	Att.Check	Gen. Sci.	Att.Check	Gen. Sci.
4		Math Lab.			
5	Math 9	Math Lab.	Math 9	Math 9	Math 9
6	Math 9	Math Lab.	Math 9	Math 9	Math 9
7	Fresh PE	Span. IA	Fresh PE	Lang. Lab	Fresh PE
8	Fresh PE	Span. IA	Fresh PE	Lang. Lab	Fresh PE
9	Fresh PE	Span. IA	Fresh PE	Lunch	Fresh PE
10	Eng. 9	Intro. SS	Eng. 9	Intro. SS	Eng. 9
11	Eng. 9	Intro. SS	Eng. 9	Intro. SS	Eng. 9
12	Eng. 9	Intro. SS	Eng. 9	Intro. SS	Eng. 9
13	Lunch	Lunch	Lunch		Lunch
14	Dir. Study	Mix Choir	Dir. Study	Mix Choir	Mix Choir
15	Dir. Study	Mix Choir	Dir. Study	Mix Choir	Mix Choir
16	Span. IA	Mix Choir	Span. IA	Mix Choir	Span. IA
17	Span. IA	SS Res.Cent	Span. IA		Span. IA
18	Art Surv.	SS Res. Cent	Intro. SS	Bgn. Drama	
19	Art. Surv.	Art. Surv.	Intro. SS	Bgn. Drama	
20	Art. Surv.	Art. Surv.	Intro. SS	Bgn. Drama	

FIGURE III

Student Program
Directed Study

Modules	Monday	Tuesday	Wednesday	Thursday	Friday
1	Art. Surv.	App.Biol.	Eng. II		Am. Gov.
2	Art Surv.	App.Biol.	Eng. II		Am. Gov.
3	Att.Check	Homkg.Lab.	Eng. II	Att.Check	Am. Gov.
4	Bkkpng. I	Homkg.Lab.	Art. Surv.		Art Lab.
5	Bkkpng. I	Jr. PE	Art Surv.	Int. Food	Art Lab.
6		Jr. PE	Art Surv.	Int. Food	
7					
8		Speech		Speech	
9	Jr. PE	Speech	Jr. PE	Speech	Jr. PE
10	Jr. PE	Speech	Jr. PE	Speech	Jr. PE
11	Jr. PE	Lunch	Jr. PE		Jr. PE
12	Lunch		Lunch	Lunch	Lunch
13	App.Biol.	Int. Food	App.Biol.	Int. Food	Biol. Lab.
14	App.Biol.	Int. Food	App.Biol.	Int. Food	Biol. Lab.
15	App.Biol.	Int. Food	App.Biol.	Int. Food	
16	Am. Gov.		Am. Gov.		Am. Gov.
17	Am. Gov.		Am. Gov.		Am. Gov.
18		Eng. II	Bkkpng. I	Eng. II	Bkkpng. I
19		Eng. II	Bkkpng. I	Eng. II	Bkkpng. I
20		Eng. II	Bkkpng. I	Eng. II	Bkkpng. I

FIGURE IV

Modules	Monday	Tuesday	Wednesday	Thursday	Friday
1		Biol. 3-4	Eng. II	Biol. 3-4	
2		Biol. 3-4	Eng. II	Biol. 3-4	
3			Eng. II		
4	U.S.Hist.	Psych.	U.S.Hist.	Psych.	U.S.Hist.
5	U.S.Hist.	Psych.	U.S.Hist.	Psych.	U.S.Hist.
6	U.S.Hist.	Psych.	U.S.Hist.	Psych.	U.S.Hist.
7	Jr. PE		Jr. PE		Jr. PE
8	Jr. PE		Jr. PE		Jr. PE
9	Jr. PE	Journalism	Jr. PE	Journalism	Jr. PE
10	Lunch	Journalism	Lunch	Journalism	Lunch
11		Journalism		Journalism	
12		Lunch		Lunch	
13	Biol. 3-4		Biol. 3-4		
14	Biol. 3-4	Eng. II	Biol. 3-4	Eng. II	
15	Biol. 3-4	Eng. II	Biol. 3-4	Eng. II	
16	Jewelry	Eng. II		Eng. II	
17	Jewelry				
18			Germ. 3	Germ. 3	Germ. 3
19		Jr. PE	Germ. 3	Germ. 3	Germ. 3
20		Jr. PE	Germ. 3	Germ. 3	Germ. 3

FIGURE V

Student Program
Total Independent Study

Page 299

These students generally use their unscheduled time without restriction. See Figure V.

The role of the teacher in independent study programs is crucial; he is no longer the source of all knowledge, the lecturer, the assignment-giver. He now becomes a counselor, a guide, and helps steer the student away from unproductive activities and helps him use school facilities, resource centers, associated audiovisual equipment and labs properly. (A note of caution: the traditional school library is not sufficient for an independent study program.) Facilities for out-of-class independent study should include not only the library, but department resource centers, remedial program clinics and laboratory facilities in the sciences, math, English, and vocational courses as well.

To this point, the discussion of variable class scheduling has been generally broad in nature.

To become more specific will require the decision to implement. However, a brief description of the effects of V.C.S. on teachers, counsellors and administrators follows. In addition typical schedules for students and teachers have been included. See Figures Vi - IX. Included, too, will be a glance at the implications V.C.S. has for the school implementing it. Cost is a most obvious factor which is included in this final section.

V.C.S., which is primarily a mechanistic, manipulative device for organizing a school system, requires little actual behavioral change on the part of a teaching staff. The real and basic change in personnel must be primarily attitudinal; an attitude which is accepting of a new philosophy of learning for the student and for the implementation of some different methodologies such as team teaching, small and large group instruction, open laboratories in all subjects, and individualized continuous progress instructional program. Another critical change is that of time. V.C.S.

FIGURE VI

SAMPLE TEACHER'S SCHEDULE

Module	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	8:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1	8:30	Bio. II	Bio. II	T	Bio. II	Open
2	8:50	SG		T		
3	9:10	Sect. 3	Lab	T	Lab	Lab
4	9:30	Open		T		Biology
5	9:50		Sect. I	T	Sect. 2	
6	10:10		Bio. II	T	T	
7	10:30	Lab	SG	P	T	
8	10:50	P	Sect. I	P	Bio. II	Seminar
9	11:10	P	Lunch	P	SG	Lunch
10	11:30	Lunch	Open	Bio. II	Sect. 5	Lunch
11	11:50	Lunch	Lab	SG	Lunch	P
12	12:10	Open	Bio. II	Sect. 4	Lunch	P
13	12:30	Lab		Lunch	Open	P
14	12:50	Bio. II	Lab	Open	Lab	T
15	1:10	LG			P	T
16	1:30	Bio. II	Sect. 3	Lab	P	T
17	1:50	SG	T	Earth Sci.	P	Earth Sci.
18	2:10	Sect. 2	T	LG	P	LG
19	2:30	P	DS	Bio II	DS	P
20	2:50	P	DS	SG	DS	P
21	3:10	P	DS	Sect. 5	DS	P
Dismissal 3:30						

Notes:

1. Symbols — P - Teacher Preparation; T - Tutorial Instruction; DS - Directed Study Supervision

2. Large Groups require the lecturer plus an attendance taker teacher.

SAMPLE STUDENT SCHEDULE

Module	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	8:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1	8:30	English	English	Physics	Physics	Indep.
2	8:50	LG	Medium	LG		
3	9:10	Social	Group	English	Lab	Study
4	9:30	Studies	Math	SG	Indep.	Biology
5	9:50	SG	Medium	Indep.		
6	10:10	Indep.	Group		Study	
7	10:30		Indep.		Soc. Study	
8	10:50	Study	Study	Study	Medium	Seminar
9	11:10	Physics	Math	Art	Group	Math
10	11:30	SG	SG		Math	Medium
11	11:50	Lunch	Lunch	Lab	LG	Group
12	12:10	Physics	Typing	Lunch	Lunch	Lunch
13	12:30		Practice	Soc. Study		English
14	12:50		Indep.	LG	Choir	Med. Gr.
15	1:10	Lab		Physical		Indep.
16	1:30	Art			Indep.	
17	1:50	LG		Education		Study
18	2:10	Indep.	Study			Soc. Study
19	2:30	Study	Art	Lab	Study	SG
20	2:50	Typing		Indep.	Phy. Ed.	Typing
21	3:10	Practive	Lab	Study	LG	Practice
Dismissal	3:30					

Modules	Monday	Tuesday	Wednesday	Thursday	Friday
1		Eng.9X			
2		Eng 9X			
3		Eng 9X		Att Check	
4		Eng Sem10		Eng Sem10	
5		Eng Sem10		Eng Sem10	
6		Eng Sem10		Eng Sem10	
7		Eng 9X		Eng 9X	
8		Eng 9X	Dir Study	Eng 9X	
9		Eng 9X	Dir Study	Eng 9X	
10		Eng 9X	Eng 9X	Eng 9X	Eng 9X
11		Eng 9X	Eng 9X	Eng 9X	Eng 9X
12		Eng 9X	Eng 9X	Eng 9X	Eng 9X
13					
14					Dir Study
15	Eng 9X		Eng 9X		Dir Study
16	Eng 9X		Eng 9X		
17	Eng 9X		Eng 9X		
18		Eng Sem10			
19		Eng Sem10			
20		Eng Sem10			

Figure VIII An English Teacher schedule to illustrate modules available for Ind. Study interaction, planning, conference or meetings.

Modules	Monday	Tuesday	Wednesday	Thursday	Friday
1	Fresh PE	Intro SS	Fresh PE	Intro SS	Fresh PE
2	Fresh PE	Intro SS	Fresh PE	Intro SS	Fresh PE
3	Fresh PE	Intro SS	Fresh PE	Intro SS	Fresh PE
4	Eng 9		Eng 9		Eng 9
5	Eng 9	Typ I	Eng 9	Typ I	Eng 9
6	Eng 9	Typ I	Eng 9	Typ I	Eng 9
7	Alg SMSG	Fresh PE	Alg SMSG	Gen. Bus	Alg SMSG
8	Alg SMSG	Fresh PE	Alg SMSG	Gen. Bus	Alg SMSG
9		Lunch	Lunch	Gen. Bus	
10		Fr 2		Alg SMSG	Lunch
11		Fr 2	Typ I	Alg SMSG	Typ I
12	Lunch	Fr 2	Typ I	Alg SMSG	Typ I
13	Speech		Speech	Lunch	
14	Speech	Gen.Bus	Speech		
15	Speech	Gen.Bus	Speech		
16	Fr 2	Gen.Bus	Fr 2		Fr 2
17	Fr 2		Fr 2		Fr 2
18		Orchestra	Intro SS	Orchestra	
19	Strg Sec	Orchestra	Intro SS	Orchestra	
20	Strg Sec	Orchestra	Intro SS	Orchestra	

Figure IX An English Student program to illustrate available modules to interact with English Teacher

provides time in more useable ways throughout the modular schedule operation and this increase in teacher time can be achieved without a direct dollar increase in cost to a school district. See Figure VI for examples of teacher schedules.

The high school counsellors under V.C.S., if anything, will be more able to meet with students without pulling students from classes. However, prior to the actual implementation of a variable scheduling system, the counsellors play an important administrative role in developing conflict free student schedules. The degree of efficiency in assisting the actual scheduling of students and resultant "clean-up" of programs is useful and tends to develop greater confidence among students and the community that the process is important and handled efficiently. It is critical that this hand scheduling of conflicts and the scrutiny of scheduled, independent study time be achieved with care, for it is this independent study time scheduling which will make the difference between community frustration and antogonism or success and support from community, staff and the student body.

As mentioned before, the master schedule is an extension of the philosophy of education for any high school. As such, the building administrators play a decisive role in the generation of data for the master schedule and the actual administering of the school under V.C.S. Murphy states the issue concisely:[3]

> From the close study of a master schedule, a canny reader can learn much of a school: the program it offers; the constraint or freedom that affects students choice of courses; the school's position on the spectrum that runs from ultra conservative to radical; its size, resources shape, even its educational philosophy.

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[3]Judith Murphy, School Scheduling by Computer - The Story of GASP (Educational Facilities, Inc. 1964), p. 1.

The administrator must decide, among other things, the following:

1. The design of large group-small group instructional arrangements, open laboratories, and unique arrangement of various resource facilities;
2. The nature of independent study, seminar groups, or teacher-student interaction during the school day on a one-to-one basis;
3. The technical arrangements of modular scheduling and computer scheduling and the redistribution of time throughout the school week; and
4. What non-graded organizational arrangements or curricular designs are best to allow individual student progression through the instructional program.

The implementation of V.C.S. may well be the most difficult task concerned with change that a principal will ever effect. The change affects not only the internal structure but the outward appearance of a school and for that reason a total involvement and committment of the entire school and community is inevitable and desirable.

What has happened to the school which goes from a traditional schedule to the V.C.S. concept? The following data from Troy High School may give insight into problems:

Mr. Joseph Bechard, former principal of Troy High School has indicated that what has been blamed as problems of modular scheduling should in fact be blamed on what happened inside the schedule. Specifically he points to the inclusion into the unscheduled free time of sensitivity training and outside speakers. The greatest problem involved here was a perceived level of excessive permissiveness on the part of parents and the general community.

Because of the cluster program and related community reaction, it appears that the greatest single problem of the Troy situation was that of communications. But, again, this was a problem created by the program inside the module schedule, not the scheduling system itself.

One problem related directly to V.C.S. was an increase in attendance problems. Initially, the incidence of "class-cutting" was considerably higher than it had ever been.

Further analysis of problems unique to the implementation of V.C.S. can be found in another section of this extended school year report.

A most obvious and critical concern at this point is the financial consideration of implementation of variable class scheduling. Presently, all three high schools are utilizing computers to assist in student scheduling. It is highly reasonable to expect that these services will continue to be offered and will directly assist in converting to computerized V.C.S. There are at present two distinct kinds of computer programs on the market which are available to schools. For purposes of differentiation, the first of these will be called "loading programs." A computer program providing this service demands that the school gather all data pertinent to the building of the master schedule, build the master schedule using the best judgement criteria down from the data gathered, and place the school - built master schedule in the computer along with the programs requested by all students.

Loading programs offer the school the opportunity of maximum search patterns for the best fit <u>according to a pre-determined master schedule prepared by the local school</u>.

The second kind of computer program are those which can be purchased by a local district. Such programs as the Stanford School Scheduling System

(S-4); the Generalized Academic Simulation Program (G.A.S.P.) and Indiflex. These programs demand that the school gather all data pertinent to the building of the master schedule, and prepare this material in some logical arrangement that serves the computer program.

The significant difference between loading programs and those such as the S-4 or G.A.S.P. is that step two of the loading program is eliminated. The local school does not have to build a master schedule; it is build (generated) as well as loaded by the computer.

Whether the Districts choose to use a loading program or the S-4 or G.A.S.P. at this point is premature.

Costs for computer generated scheduling are of two kinds: imput costs and output costs. The cost of input data for the computer is minimal. Scheduling forms cost approximately $35.00 per 1,000 and computer cards cost $2.00 per 1,000. Output data on the generation of data is more costly. Using the RCA Spectra 70 computer, which is our present capability will cost approximately 95¢ per student if the student scheduling application system (SSAS) is used. If more than 4 "runs" are required an additional cost of $.10 per student per run is charged.

The Spectra 70 computer is capable of handling up to 32 modules of time, 99 periods per day, 40 course requests per student, 777 course offerings, and 99 sections per course.

Mentioned earlier was the fact that special "package" programs such as the S-4, G.A.S.P., and Indiflex were available. If these programs were to be used, the cost appears to be considerably more, since the S-4 is a program the Stanford owners charge additonal fees for use in addition to local computer time. The per student cost is roughly $2.25. However, when you consider administrative time in developing the master schedule and

collecting data, using a local computer can increase cost to as much as $4.00 to $6.00 per student. Using the "package" scheduling programs reduces the administrative time in developing the master schedule and thus reduces the administrators cost factor.

The question of whether to schedule all three schools once a year or once at the end of every term (5 times) obviously is another financial consideration. However, considering the number of students, teachers, course offerings and facilities in question, the total operation will result in a smoother, more adaptable and a generally less frustrating experience for the school and community, if students are scheduled each term.

The question whether additional data processing costs, because of the implementation of V.C.S., become excessive or not has been investigated. Upon reviewing this subject with several data processing specialists and administrators, it becomes apparent that additional costs are negligible.

The other and considerably more expensive aspect of V.C.S. are the curricular-area resource facilities. Existing facilities should be improved and new facilities created. For instance, resource facilities such as the Social Science Center, English Center, Math Center and Foreign Language Center must be developed. Library materials must be increased in number and kind to facilitate the increase of student use. Department Resource centers must be equipped with study carrels, storage facilities, non-printed materials--tapes, records, film-strips etc., and facilities for their use. Teacher aides or teachers should be in charge of resource centers for all modules of the day to facilitate supervision and provide assistance.

These centers differ from the library in that they become a place where the atmosphere is conducive to study in particular subject areas: appropriate materials are available, specialists are on hand for guidance, and students

with common concerns are working together. Laboratory facilities for the Sciences must be developed and scheduled for much the same type of use. Skill development clinics which facilitate remedial programs should be designed and scheduled for the use of students with these skill-development problems.

The case for V.C.S. rests with the recognition that students are different and that the nature of the learner can be accomodated throughout a school day by providing more kinds of arrangement which would vary the learning experience and by varying the time spent on that experience according to the needs of that learner. If this is acknowledged as an educational fact, then it becomes difficult to justify our present system to those who criticise that system as reasonless and purposeless. Can we argue and defend the following questions related to our present system of high school education:

1. Why do most conventional schedules provide highest priority in scheduling to band, orchestra and the sports program?
2. What is the educational basis for assigning the same amount of time to different educational tasks as those posed in the art program, history, English, science or math?
3. What is the basis for the present assumption that the learning processes in history are identical those re-required in science and/or math?
4. What is the basis for the continued emphasis on credit earned as a criteria for knowledge gained?

5. In what way does the conventional schedule promote an individualized approach to learning on the part of the student? the teacher?[4]

[4]Wiley and Bishop, p. 24.

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APPENDIX

D

FORMS USED IN:

ALBION

SAUGATUCK

HOWELL

ALBION SENIOR HIGH SCHOOL

Name _____ Grade _____ Year _____ Semester _____

AREAS OF STUDY	_____ PERIOD					_____ PERIOD					_____ PERIOD				
	COURSE					COURSE					COURSE				
	NO.	GR.	TEACHER	AB.	T	NO.	GR.	TEACHER	AB.	T	NO.	GR.	TEACHER	AB.	T
Art															
Business															
English															
Homemaking															
Industrial Arts															
Language															
Mathematics															
Music															
Physical Education															
Science															
Social Studies															
OTHER															

THIS REPORT IS FOR YOUR FILES. IT NEED NOT BE RETURNED

See Reverse Side

DOUBLEDAY BROS. & CO., KALAMAZOO, MICH. JOB # 509055

ALBION SENIOR HIGH SCHOOL OBJECTIVES

Our objective is to develop each student to the limit of his capabilities so that he may make the most of himself and contribute the greatest good to society. We assume that your objectives for your child are the same. To accomplish these objectives, the parents and the school must work in close cooperation. Regularity of attendance, punctuality, and application to work are most important for successful school work. We will call you if a need arises. If you have questions, please call Albion Senior High School. Telephone 629-9421.

EXPLANATION OF GRADING

For each course taken, the course number (Course No.), the course grade (Course Gr.) received, the teacher's name, the number of absences in each class (Ab.), and the number of tardinesses (T) for each class is listed.

SCHOLARSHIP GRADE

A–Excellent B–Good C–Average D–Poor E–Failure W–Withdrew
I–Incomplete

CITIZENSHIP CODE

There are innumerable citizenship traits and work habits which reflect on the quality of work the pupil is doing. Good citizenship includes such characteristics as honesty, participation, behavior, cooperation, initative and leadership. The citizenship number, if used, is listed to the right and above the subject grade.

CITIZENSHIP GRADE

1–Excellent 2–Good 3–Average 4–Poor 5–Unsatisfactory

May E. Matson
Principal

Carl W. Baumgarten
Superintendent

Saugatuck High School

SAUGATUCK, MICHIGAN 49453
Phone 616-857-7621

NAME _____

Recorded grades represent one-fourth of a credit and the completion of a nine-week course.

A=Superior
B=Above average
C=Average
D=Below average
E=Failure
I=Incomplete

ENGLISH				SOCIAL STUDIES				MATH AND SCIENCES			
Course No.	Grade	Qtr. Taken	Comment	Course No.	Grade	Qtr. Taken	Comment	Course No.	Grade	Qtr. Taken	Comment

ELECTIVE COURSES

AREA:				AREA:				AREA:			

AREA:				AREA:				AREA:			

AREA:				AREA:				AREA:			

SAUGATUCK HIGH SCHOOL

Registration Form

NAME _____ GRADE (NEXT YEAR) _____

List plans for after graduation. (Be as specific as possible at this time!)

To register for a class you must take this registration form to the teacher in that subject area and HE WILL WRITE THE CLASS ON THIS FORM AND INITIAL IT. You should select a minimum of 16 nine week courses or an equivalent, plus several alternatives. When you have this form completed, you must return it to Mr. R. Mc Mahon or Miss Miller.

Required Classes	Electives	
	First Choices	Alternatives

List any courses you would like to take which are not listed as a course offering:

Any students (especially seniors) should check with the counselors if there is any question about meeting graduation requirements.

322

HOWELL JUNIOR HIGH SCHOOL

8th. Grade Course Selection Sheet

Directions - Read

1) Print all data neatly.
2) Print the unit number in spaces provided. Do not list titles.
3) Select a total of 25 units for the year.
4) Print the number of a full year's course five (5) times, one per unit.
5) List in the spaces provided alternate units for each required subject.

Name - Last First

Address - Street City

Sex: Male Female

Phone:

COURSE SELECTIONS					Teacher Approval	Alternate Courses		Teacher Comments	Parent Comments
Eng.	Eng.	Eng.	Eng.	Elect.					
Soc.St.	Soc.St.	Soc.St.	Soc.St.	Elect.					
Math.	Math.	Math.	Math.	Elect.					
Science	Science	Science	Science	Elect.					
T.Act.	T.Act.	Phy.Ed.	Phy.Ed.	Elect.					
Sym.Band	Sym.Band	Sym.Band	Sym.Band	Sym.Band					

Student Signature

Parent Signature